

COMPREHENSIVE LOCAL NEEDS ASSESSMENT  
CEANCI REGION SUMMATIVE, 4/30/2024

SECTION 1: STAKEHOLDERS invited in person; **Bolded** attended.

Ali Behn, Winnebago HS  
**Amber Swanson, Byron HS**  
**Chad Dougherty, Hononegah HS**  
Chris Magee, Guilford HS  
Danyelle Bruha, East HS  
Emily Roer, South Beloit HS  
**Jacob Hubert, Harlem HS**  
Jeff Voltz, Stillman Vally HS  
Joe Hansen, Belvidere HS  
Josh Sternquist, Belvidere North HS  
Katy Haun, Auburn HS  
Kimberly Campbell, Roosevelt CEC  
**Marc Eckmann, North Boone HS**  
**Matthew Fry, Belvidere 100**  
**Patricia Lawrence, Harlem HS**  
Scott Sevey, RPS 205  
**Shayna Walenga, Harlem HS**  
Tiffany Rauman, Stillman Valley HS  
Tina Lamb, Jefferson HS  
Nancy McDonald, RVC  
**Spitty Tata, Region 1 Planning Council**  
Christine Oysti, Workforce Connection  
Karen McDonald, RVC  
Dominick Squicciarini, RVC  
**Gina Coronna, Workforce Connection**  
**Scott Bloomquist, ROE4**  
**John Schwuchow, Winnebago 323**  
**Tiana Mccall, DCEO**  
Howard Spearman, RVC  
Nicole Brady, Summit Academy  
Cassandra Schug, District 100  
Michael Dugan, Hononegah 207  
Mike Greenlee, District 200  
Buster Barton, Byron 226  
**Joe Mullikin, Meridian 223**  
Terrell Yarbrough, Harlem 122  
**Scott Fisher, South Beloit 320**  
**Kelly Cooper, South Beloit 320**  
Ehren Jarrett, RPS 205  
Thomas McNamara, City of Rockford  
**Dave Vella, State Representative**  
Dave Syverson, State Senator  
Steve Stadelman, State Senator

Joe Sosnowski, State Representative  
Joe Chiarelli, City of Rockford  
Courtney Geiger, Goodwill Industries  
Patricia Lynott, Rockford University  
**Melissa Ridgeway, Rockford Career College**  
Megan Hawkinson, ROE4  
Jordan Hagerman, RPS 205  
Jessica Hayes, RPS 205  
Bridget French, RPS 205  
**Isaac Guerrero, Region 1 Planning**  
**Deepshikha Shukla, Rockford University**  
**Anna Wandtke, RVC**  
**Bethany Mead, CEANCI**  
**Janet Zinke, CEANCI**  
**Berenice Jaquez, Workforce Connection**  
**Erica Saccucci, RVC**

Online feedback:      Students: 3,156  
   Parents: 527

## SECTION 2: STUDENT PERFORMANCE

The CEANCI region is on target to meet six out of the nine Perkins performance indicators in FY23. CEANCI region schools have had the most noticeable increases in 2S3: Academic Proficiency in Science and 5S2: The Attainment of Postsecondary Credits. The indicators not met are 2S1: Academic Proficiency in Reading, 2S2: Academic Proficiency in Mathematics, and 3S1: Post-Program Placement. The FY23 data indicates an increase in performance in most of the nine indicators, but the three listed above are still not meeting the minimum requirements although they are closer, except for one: 2S1 Academic Proficiency in Reading (performance in this area lost an additional 3% points). Graduation rates, although meeting the 90% threshold of the indicator requirements, went down slightly between the FY22 and FY23 data. 1S1: Four Year Graduation Rate went down 1.08% and 1S2: Extended Graduation Rate went down .88%. Keeping in mind that FY23 graduates were sophomores in high school during the pandemic year, there is hope that this rate will bounce back in the coming years. Many individual schools showed strong or at least an increase in CTE graduation rates, but the region's overall graduation rate is being brought down by the schools with high poverty and English Language Learner populations where the graduation rate hovers at 69%.

Surveys (total of 3,156) administered in the 2023-2024 school year show that in the CEANCI region:

- 56% of current CTE students are interested in taking more CTE courses
- 29% say they might be interested in taking more CTE courses
- 47% of current CTE students are interested in pursuing a career in their pathway
- 34% say they might pursue a career in their pathway.

- 76% of students say taking CTE courses encouraged them to finish high school
- 87% of students say taking CTE courses helped them gain knowledge about career options in their pathway
- 71% of students say taking CTE courses helped them gain knowledge about businesses in their community
- 75% of students say taking CTE courses helped inform them for making a career plan
- 72% of students say taking CTE courses gave them direction for post-secondary education or training steps to take

*STRENGTHS* in addition to LNA results:

All schools have vastly improved in the 2S3: Academic Proficiency in Science, due to the new Science Assessment tool, the Illinois Science Assessment, being used in addition to other standardized testing tools. Other schools have seen increases due to properly coding a group 5 course for 5S3: Work-Based Learning. Rockford Public Schools has seen an increase in academic indicators 2S1 and 2S2 due to the district-wide implementation of Transitional English and Math courses. Byron High School saw a 14.2% increase in earned dual credits in CTE. Harlem saw an increase in graduation rates of their Hispanic student population. Hononegah's CTE graduate rate is 3% higher than their non-CTE graduates. South Beloit had a 50% increase in work-based learning due to their partnership with a Wisconsin-based postsecondary institution as well as local and influential industry partnerships.

*AREAS FOR IMPROVEMENT* in addition to LNA results:

Since the pandemic, the graduation rate for our low-income populations is suffering year after year, but there seems to be no effect in some of our more affluent schools who were able to keep on pace with learning during that time. Extended graduation rate seems to be an area for improvement in our region too but considering that this group of students were juniors (the most demanding year of school) during the pandemic, this number might be attributed to the shortfall of credits earned by these students at that time. Black students seem to not be captured in both post-program placement and work-based learning as much as other sub-demographic groups. Suffering the greatest in academic proficiency in mathematics are our region's students with IEPs and English-Learner students. Winnebago, Harlem, and Belvidere schools have had a long-term struggle in math and English proficiency, with Belvidere lagging the state 24% in math and 10% in English. Winnebago recently experienced issues with course coding that made it appear that they were lacking in post-secondary credits, but they were not in reality. Capturing post-secondary placement is a challenge for all schools, as there is no easy way to track many of the CTE students who either join the military, join the workforce, or start their own businesses after high school. Those who get formal training either through a trade school or in a traditional post-secondary college are the only ones easily tracked through the clearinghouse data collections.

Male students dominate the CTE enrollments at 58%. Encouraging more female students to enroll in CTE courses needs to be a focus in the future.

*CHALLENGES* in addition to LNA results:

There are many perceived challenges by schools for better CTE performance. Since the

pandemic, schools continue to struggle with two disastrous conditions: Student truancy and teacher retention. Chronic levels of truancy, especially in the schools with a high percentage of low-income students, is an ongoing problem to encourage persistence in a pathway or program of study. Another obstacle to perseverance in a pathway is the teacher turnover rate. In FY23, 17 teachers left CEANCI district schools, and were either hired elsewhere or left the profession altogether (some retirements). In the same year, 13 CTE teachers were new at their school. The lack of teacher consistency is glaringly destructive to a school's CTE program. The few districts with no teacher turnover report that student completion of programs is higher than it is at schools with a history of teacher attrition.

Another issue that seems to be a challenge with CTE is with very small districts. Small districts get less money and the limitations of the Perkins grant deny them a creative license to equitably provide certain experiences to students.

### **GOALS** in addition to LNA results:

- A) Encourage schools to limit teacher turnover whenever possible.
- B) Track students' whereabouts after graduation with integrity and effort. Exit surveys should be followed up regularly.
- C) Consistent course code alignment to maximize credit for funding.
- D) Recruit and support more female enrollment across all CTE options.

### **STRATEGIES** in addition to LNA results:

Academic: Belvidere and other districts continue to offer transitional math and English courses to prepare students for transition between high school and college. Harlem school district is adding additional math courses, targeting incoming freshmen who have historically struggled with the subject. Meridian district is embedding SAT-ELA prep in English courses. In FY24, EFE 150, 160, and 220 collaborated to provide professional development to all three region 2 area CTE teachers. The PD focused on implementing ELA and Mathematics in CTE courses across all disciplines. This PD will be consistent spring training.

CTE engagement: Districts typically offer incoming ninth-grade students an orientation of some sort, introducing them to the options in CTE. Rockford Public Schools have introduced parent support personnel to increase student attendance and engagement. This district, operating within an Academy model, has also started an Academy Advisory Board to increase community engagement in the classroom. In terms of student truancy in the Rockford Public Schools, the district uses the program Panorama to survey and track students' social-emotional well-being so they can intervene when needed.

Enrollment: Offer training on how to recruit, support, and retain all special populations. Continue to empower females in non-traditional pathways by featuring their accomplishments in CTE. Reduce the stigma of non-traditional enrollment for males also, by encouraging them to enroll in Cosmetology, Nursing Assistant, or Education.

Tracking: Ensuring that course codes are caught in time for uploading is essential for accurate data collection. Develop a system to track graduates' post-graduate activities and whereabouts, both in post-secondary training/education programs, military, or workforce.

### **SECTION 3: ACCESS TO HIGH QUALITY CTE**

*STRENGTHS* in addition to LNA results:

CEANCI-region districts are continuing to build the number of postsecondary-aligned pathways as well as dual credit courses offered in various pathways. Multiple districts have data that shows an increase of multiple subgroups increasing their performance in early college credit. As a matter of fact, it is the one area where CEANCI seems to be excelling overall and across all special populations. Other districts have had success with non-traditional enrollments in programs due to their efforts to recruit. Rockford Public Schools has seen an increase in enrollment of students with IEPs in CTE due to a new position created, Special Education Academy Coach. 2S2: Academic Proficiency in Mathematics rose slightly due to an increased performance overall and among special populations groups such as low income and non-traditional students.

*AREAS FOR IMPROVEMENT* in addition to LNA results:

Recruitment of students that are non-traditional for pathways is still a struggle for some school districts. Rockford Public Schools sees a lack of minority students in CTE across the board. Pathways considered male-dominated have enrollments that reflect and exacerbate the exclusionary nature of these fields, especially noticeable in manufacturing and other trades.

There is much room for programming improvements. Hononegah District knows that there is a demand for a Health Sciences and Technology program but has yet to implement one. Across the region, special populations students (mainly special education and low-income students) are struggling in the 2S1: Academic Proficiency in Reading and 2S2: Academic Proficiency in Mathematics areas, but most notably males and non-traditional students are struggling in the 2S1: Academic Proficiency in Reading area. Work-based learning is not as inclusive as it should be, as black and low-income students are not as actively meeting this measure.

*CHALLENGES* in addition to LNA results:

Two main challenges have been identified as far as offering quality CTE: scheduling students and hiring teachers. In line with the state's and the nation's teacher shortage, many CEANCI districts are finding it difficult to find and retain qualified teachers for CTE. Scheduling students at the high school level is difficult depending on the school's size. All schools are facing the challenge of finding the perfect fit teacher that can teach multiple CTE courses, overloading teachers with a maximum of courses to prepare for but the minimum time to plan quality lessons, projects, and experiences. Most special populations student groups receive plenty of academic support to ensure graduation, but they are not usually supported to persist in a pathway.

Special populations students, especially those with IEPs have difficulty being eligible for dual credit, as our community college has a strict 2.0 GPA minimum policy for dual credit. This

disproportionately impacts those students as defined in HB 5020. A statewide policy that allows all students to access dual credit needs to be considered as a part of this legislation.

**GOAL** in addition to LNA results:

Provide special populations students equitable support to persist within their chosen pathways. CEANCI offers a special populations workshop/professional development in the recruitment, support, and retention of special populations students. This workshop brings in various industry partners and community resources to provide teachers with useful tools and connections to support special populations student groups.

**STRATEGIES** in addition to LNA results:

Equitable teaching strategies: Belvidere School District has started to use the SIOP model for content delivery. Sheltered Instruction Observation Protocol makes content accessible to students who are learning the English language. As this method proves useful to core content, the goal is to use it to make CTE content more accessible to English learner students. The district also uses an English learner push in support component to their EL programming to provide students with extra support. Byron High School provides portfolio development and college and career curriculum each month to all students. Hononegah Community High School has started using Newsela, which helps teachers across all content areas incorporate supplemental reading in all areas. Newsela provides an opportunity for students to receive material at the level they can handle, and then differentiates and scaffolds learning, helping them make progress in their fluency at an individualized pace to get them closer to grade level reading. Rockford Public Schools has hired a Special Education Academy coach to make sure special education students are included in CTE and prepared with workplace and life readiness skills. North Boone High School, being a rather small high school, budgets for and sends multiple students to CEANCI regional programs every year to provide an extension of programs at this school. Winnebago High School actively supports students to attend career expos and company tours for maximum exposure to as many career fields as possible.

**SECTION 3: LABOR MARKET ALIGNMENT**

*NEW PROGRAMS AND YEAR OF IMPLEMENTATION*

CLNA discussions have brought three developing industries onto the scene in the region: Artificial Intelligence, Clean Energy, and Innovative Agriculture. All new programming is implemented based on the availability of qualified instructors, which continues to be a major barrier to adding, expanding, and updating programs as well as the approval of each individual Board of Education. Timelines and specific CIPs will be tied directly to those two issues. Currently, an introduction to concepts of these new industries where applicable is all our region is prepared to do.

Region districts are looking to expand in the following areas based on workforce investment board projections and post-secondary focus.

*Belvidere*

IT: Computer Systems & Networking, with a focus on increasing the number of females in the

program.

Manufacturing: Connected with Rock Valley College's Advanced Technology Center, both high schools are able to offer 96 spots in the dual credit program for FY24 but has plans to expand available spots to 144.

Culinary: Both high schools are remodeling home economics labs into commercial kitchen labs in FY24-FY25

#### *Byron*

Engineering: METT grant recipient, Byron will be adding an engineering pathway in collaboration with Constellation Energy, the nuclear plant in Byron.

#### *Harlem*

Construction: METT grant recipient, Harlem will be adding a construction pathway.

Manufacturing: Based on local data and industry growth projections in the Rockford area, Harlem will be adding a Machinist pathway.

#### *Hononegah*

Education: In FY25, Hononegah will be implementing an Education Work Experience course to complete their teacher pipeline

Health Science: Hononegah has partnered with a local fire department to provide an Emergency Medical Technician pathway starter and plans to add courses in the future to complete the pathway.

#### *North Boone*

North Boone school district is preparing to expand their hospitality offerings (they currently have an approved culinary program) and is considering adding Health Sciences & Technology in the future.

#### *Rockford Public Schools*

Rockford's Hospitality (Culinary) program is finally fully developed to include all required levels of courses

Rockford is considering a mental wellness program to support high-demand regional needs in areas like social work, healthcare, and counseling. However, industry partners foresee a HIPPA law issue with getting students workplace experience in terms of job shadowing or internships.

#### *South Beloit*

Warehouse management is a growing need in our area, and South Beloit recognizes that. They plan to move in that direction. South Beloit is one of the schools that in partnership with Hononegah to make the EMT course a possibility for students.

#### *Meridian*

Stillman Valley High School is currently working on plans for implementation of multiple needed programs: Education, Health Sciences, Government, and Leisure and Hospitality. Stillman Valley High School has embraced the idea of gamifying curriculum to introduce challenges in decision making.

### *Winnebago*

Current Athletic Training program has a part time teacher but is hoping to get the numbers to increase her to full time. This program also has the potential to be a regional program with CEANCI, as it was in the past. Moving to a block schedule limited this program from being offered to other schools for a few years.

Winnebago is considering adding an agriculture program, TBD which pathway. It all depends on the teacher they can find whether it will be a plant or animal track.

### *RECOMMENDATIONS:*

**FY24 Region emerging and targeted industries - Education, Information Technology, Transportation, Construction, Manufacturing Healthcare, and Leisure & Hospitality** (see data chart on page 6).

Education, Transportation, and Healthcare are targeted, but are trending towards becoming maturing industries. Manufacturing is a leading industry, and Information Technology (housed within Professional Services), Leisure and Hospitality, and Construction are emerging industries in FY24.

When possible, begin to infuse curriculum that leans towards the near-emerging industries of Artificial Intelligence and Clean Energy, i.e. clean energy in manufacturing or automotive technology; artificial intelligence in information technology and graphic design.

### *DISCONTINUED PROGRAMS*

There are no programs that are looking to be discontinued at this time.

## **SECTION 4: SIZE SCOPE QUALITY**

### *CTE PROGRAM REQUIREMENTS*

All LEA Districts in the CEANCI region meet the recommended minimum number of CTE programs of study: Rockford 11-8-11-12-8, Belvidere 15-14, Byron 12, Harlem 12, Hononegah 14, North Boone 8, South Beloit 11, Stillman Valley 15, Winnebago 8

### *REGION RECRUITMENT AND RETENTION PLAN* in addition to LNA results:

CEANCI hosts an annual Pathways Project, targeting middle school students. It is a multi-benefit event where middle school students can visit industry partners to learn about a variety of careers. They can also visit pathway booths run by high school students featuring programs they can expect in their high school. Another benefit of this event is the high school students have an opportunity to connect with industry partners, sometimes resulting in employment. CEANCI promotes CTE during CTE month and is actively promoting district programs and their achievements and accolades in social media as well as sharing news and events with district leaders. A Tuesdays with Tab program has been developed to promote CTE in our various schools. Any CTE teacher can schedule a visit with the CEANCI director to come visit or to get involved with any CTE project. These visits are then shared out with all schools and the community through social media.



Belvidere District 100 provides pathway course guides to all 8<sup>th</sup> grade students in English and Spanish.

Byron District facilitates an 8<sup>th</sup> grade pathway day including a trip to their county's Regional Office of Education for a pathway playground opportunity. The day concludes with high school students speaking to middle school students about their experiences in high school pathways. PaCE activities are consistently monitored in Byron.

Harlem has CTE teachers in the middle school, exposing them to pathway options before getting to high school. The "middle school wheel" ensures that all middle schoolers have an exposure to three main industries: METT, Health Sciences, and Hospitality.

Hononegah Community School District provides all middle school families with CTE mailers. They also attend a Freshman Course Selection Night and are guided through the CTE options. CTE teachers also take time to visit all four feeder middle schools to promote CTE course offerings before February.

North Boone School District offers a freshman preview night at their school. An elective fair for students and parents to attend is also organized. Every student has a meeting with their counselor, one on one, to select courses. North Boone counselors are very knowledgeable of CTE.

Rockford Public Schools arrange a school tour for 8<sup>th</sup> grade classes every spring to the high school they'll feed into. All freshmen are required to take a seminar course, College and Career Readiness before choosing an academy and pathway. An Academy Expo is held every fall to expose freshmen to a vast array of occupations in the pathways that are offered at the four high schools. RPS is currently making plans to connect CTE programming in the middle schools as Harlem does.

South Beloit has a long-standing tradition to include their feeder middle school, starting in 5<sup>th</sup> grade to build a post-secondary plan. Students start getting exposed to different careers that they can explore in high school and can lead to employment after high school.

Meridian District's Stillman Valley High School utilizes Xello in their middle school to expose students to career thinking early. One of their stronger programs offers an Agriculture Club to middle schoolers to add to their recruiting efforts.

Winnebago offers an 8<sup>th</sup> grade orientation, 9<sup>th</sup> grade orientation, round robin introductions to CTE courses, and reminds teachers to actively recruit within their classrooms for students to register for the next level of course.

**MARKETING** Create a marketing framework for new CTE programs - share with region;  
CEANCI implement marketing strategy for targeted pathways and share with all region districts.

**TEACHER EXPERIENCE** Teacher experience plays a huge role in the success of a program of study. CEANCI to offer PD for instructors to connect with students through communication,

equity training, mentoring, resources available for teachers. Make this a part of current stakeholder engagement events which touch on all CTE pathways.

COUNSELOR Role of counselor is integral to this process; they need intense PD and information including labor market trends and time in the field. CEANCI will execute much of this professional development each year with middle school and high school counselors.

\*Utilize CEANCI resources for more middle school career awareness experiences

\*Research best practices in middle school awareness and share resources as a region

\*Have students ID a pathway/endorsement at the middle school level and feed that interest with career exploration and awareness and connection to high school programming

Recommendations:

The Role of College and Career Readiness Coordinator is ideal. This individual can set up experiences for students that are specific to their career interest area. CEANCI will continue to advocate for this practice across the region.

### *ENROLLMENT SIZE*

CEANCI has done a complete analysis of region CTE enrollment - comparative analysis includes skill level enrollment, number of programs within a pathway, and Rockford MSA Employment. Analysis identified gaps between enrollment/programs/employment opportunities. This information has been presented to and discussed at length with the CEANCI Board of Governors, business partners at advisory meetings and CLNA meetings, and with school representatives at CTE Director meetings.

The following table identifies gaps by comparing:

- A) **projected % total jobs in the region**
- B) **current % total approved HS programs** and
- C) **current % total CTE enrollment**

Note the industries **bolded** signify greatest net employment change to 2030 and/or greatest CTE enrollment gap.

Industry/Occupation	% of jobs In 2030	Projected Employment Change	% HS programs	% CTE enrollment	
<b>Health Services</b>	<b>15%</b>	<b>+5%</b>	<b>6%</b>	<b>7%</b>	growth/gap
<b>Education (PK - 12)</b>	<b>7%</b>	<b>+3%</b>	<b>10%</b>	<b>13%</b>	growth
Professional Business Services:					
Accounting	.4%	+.77%	4%	2%	---
Engineering	.4%	+.65%	4%	4%	---
Drafting	.4%	-.14%	2%	.8%	---
Graphic Design	*	+2%	5%	8%	---
Marketing	.1%	-.05%	3%	5%	---
Business Management	0%	-2.09%	.5%	3%	---
Administrative Assistant	.2%	-19.88%	4%	4%	---
<b>Information Technology</b>	<b>3%</b>	<b>+2.67%</b>	<b>9%</b>	<b>6%</b>	growth
<b>Leisure &amp; Hospitality (Culinary)</b>	<b>8%</b>	<b>+2%</b>	<b>7%</b>	<b>9%</b>	growth
<b>Manufacturing</b>	<b>18%</b>	<b>+.02%</b>	<b>15%</b>	<b>12%</b>	gap
<b>Construction Trades</b>	<b>4%</b>	<b>+.75%</b>	<b>5%</b>	<b>6%</b>	growth
<b>Transportation (Automotive)</b>	<b>1%</b>	<b>+.39%</b>	<b>5%</b>	<b>6%</b>	growth
Personal Services (Cosmetology)	.3%	+.14%	1%	.3%	---
Protective Service: Law Enforcement	.5%	-.19%	3%	3%	---
Protective Service: Fire Protection	.2%	+.23%	.6%	*%	---
Agriculture	2%	+.32%	8%	5%	---
Information (Media Production)	.3%	-1.6%	3%	.7%	---

### *STATE ACADEMIC STANDARDS*

**GOAL:** Challenging academic instruction and work-based learning field experiences will be integrated in each program of study.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Identify priority standards from the Illinois Academic Standards. Offer professional development to all CTE teachers: Integrating academics in CTE. Integrate reading opportunities in all CTE programming. Adopt a school-wide writing standard and rubric aligned with SAT and CCR standards.

### *TECHNICAL KNOWLEDGE AND SKILLS*

**GOAL:** Technical instruction and application will be integrated in each program of study.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Use O\*NET works tasks as framework for prioritizing technical skills by occupation; continue surveying and comparing local industry for most important skill sets; vet survey results through advisories with instructors and industry participants; inform/publish CTE instructors on tasks identified by industry and identify implementation needs.

### *EMPLOYABILITY SKILLS*

**GOAL:** A progression of employer-informed employability instruction and experiences will be integrated in each program of study to include entrepreneurship and leadership skill development.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Use ISBE Employability Framework, combined with O\*NET employability skills to prioritize essential skills by occupation; survey local industry for most important essential skill sets; vet survey results through advisories with instructors and industry participants; inform/publish CTE instructors on tasks identified by industry and identify implementation needs. Reference the Workforce Readiness Standards outlined in the Postsecondary Workforce Readiness Act to conduct lesson and unit development. Develop initiatives that will help students understand the importance of soft skills over technical skills. CLNA discussions highlight the need for the development of entrepreneurship and leadership skills, applicable in all areas of CTE, to be implemented system-wide.

### *ADVISORY COMMITTEES*

**GOAL:** All programs of study will be informed by external stakeholders in the areas of high skill, high wage, in-demand occupations, related competencies, and industry trends

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI continues to provide monthly advisory committee meetings, which allow all education stakeholders to talk with industry. System continues to support individual school district efforts to develop advisories and other such committees. Provide avenues for schools to organize and implement the things that industry representatives have expressed a need for.

### *TEAM BASED CHALLENGES/CTSO*

**GOAL:** All programs of study will include a team-based challenge or the opportunity to participate in a CTSO

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI continues to provide skill competitions that are developed for a team-based technical skill challenge that involves local industry partnerships - Future Top Chef, T & E Education Competition, and Graphic Design Competition. CEANCI continues to share CTSO resources and utilize grant funds to support the implementation/organization of these opportunities for students. CEANCI support districts to create simple language to identify all nine quality components within any given CTE course including WBL, CTSOs, team-based challenges, etc.

#### *WBL*

**GOAL:** All Programs of study will embed a continuum of WBL experiences that become more rigorous as the student progresses a sequence of courses

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI continues to provide a staff member that is focused on community engagement and serves as a resource to all education stakeholders in their effort to engage local industry. CEANCI will continue to support field trips, speakers, career fairs, job shadows, and internships. CEANCI will facilitate according to school or individual instructor needs in the design of WBL continuum.

#### *EQUIPMENT AND FACILITIES*

**GOAL:** Programs of study will provide appropriate and accessible facilities that use industry standards as a benchmark for improvement

**TIMELINE:** Year 1 and continued

**STRATEGIES:** in addition to LNA results: CEANCI will support collaborations with industry partners to access and provide recommendations for facility improvements. CEANCI will report reviews to CTE administration for suggestions on program improvements. Districts will continue to inform individual Boards of Education on industry needs to provide background for district monetary commitment to CTE facility projects.

**GOAL:** Programs of study will provide appropriate and accessible technology that use industry standards as a benchmark for improvement.

**TIMELINE:** Year 2 and continued

**STRATEGIES** in addition to LNA results: CEANCI will support collaboration with business partners to ensure informed decision making on grant purchases of equipment.

## **SECTION 5: IMPROVING PROGRAMS OF STUDY**

### *CTE CONTINUOUS IMPROVEMENT PROCESS*

As a system, CEANCI has an administrative framework in place for the execution of grant compliance as well as an active strategic plan approved by the CEANCI Board of Governors. Each high school has a designated CTE Director who serves as the main contact for the system. CTE Director meetings are held three times a year. During these meetings grant

compliance and strategic initiatives are addressed. In addition, the System Director meets at minimum one time each year with all CTE instructors in the region. This is done every spring for the purpose of reviewing accomplishments for the year and gearing up for the next grant cycle.

On a monthly basis, CEANCI provides stakeholder engagement meetings in the form of advisory committee meetings. This formal meeting includes discussions on current curriculum including academic, technical, and essential skills in pathways offered to region students: Finance and Business Services-Graphic Communication-Information Technology, Human and Public Services, Manufacturing, Engineering Technology and Trades, and Health and Public Services. Within any given year, CEANCI engages over 100 regional employers in this process. Agriculture instructors meet on a bi-annual basis through their FFA partner networks. Additionally, CEANCI attends four quarterly agriculture advisories. Health Science Technology, Automotive Technology, and Welding instructors meet on a bi-annual basis through a collaborative advisory with post-secondary. One of our high schools, Hononegah Community High School, has formed an Engineering & Manufacturing Council (EMC) and a Construction Trades Advisory, and is intentional to provide access to this network to all other schools in the region.

CEANCI also has ongoing engagement with business partners via multiple WBL activities that we coordinate for the schools and CTE teachers. Within any year's time, we may engage several hundred partners that impact over 5,000 students through a continuum of WBL experiences.

Every school year, CEANCI provides at minimum three technical skill team-based challenge competitions in various programs of study. These competitions require heavy involvement from industry partners as they develop skill rubrics, judge, give feedback to students, and develop relationships to potentially hire student competitors directly after events.

#### *CAREER CLUSTERS*

**GOAL:** Programs of study will provide guidance and instruction on the concept of career clusters starting at the middle school level and younger when possible.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Research and report current practices of cluster training at each middle school. Provide data and best practices to CTE Directors. CEANCI will provide professional learning at middle school counselor forum. CEANCI will continue to support districts' execution of their PaCE frameworks. CEANCI will provide professional learning and access to resources for implementing career cluster activities at the introductory course level. CEANCI will provide a Quality Program of Study Training to all stakeholders.

#### *ORIENTATION COURSE*

**GOAL:** Programs of study will include an orientation course that incorporates specific cluster information.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI will continue to support districts executing their PaCE framework. CEANCI will provide data and best practices to CTE Directors. CEANCI will provide professional learning and access to resources for implementing career cluster

activities at the orientation course level. CEANCI will provide a Quality Program of Study Training to all stakeholders.

#### *ADVANCED COURSE*

**GOAL:** Programs of study will include an advanced course that incorporates competencies and skills for entry-level employment or further post-secondary education

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI will encourage CTE instructor involvement in CEANCI Advisory Committee meetings. CEANCI will provide professional development for organization and implementation of competencies and skills. CEANCI will provide a platform to share best practices, projects, aligned competencies within each program area. CEANCI will encourage and create connections for ongoing collaboration with post-secondary teachers and provide meetings for continued work on dual credit and career pathway development. CEANCI will continue to support and recruit for districts as they work to build partnerships for the purpose of internships and/or workplace experience courses.

#### *INDUSTRY-RECOGNIZED CREDENTIAL*

**GOAL:** Programs of study will incorporate opportunities for students to earn an industry-recognized certificate or certification where appropriate.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: CEANCI will encourage CTE instructor involvement in Advisory Committee meetings to discuss industry-valued credentials. CEANCI will continue to vet various credentials through our business partners to assure preferred credentials are embedded in the curriculum. CEANCI will provide time for organization and implementation of credentials; CEANCI will provide a platform to share best practices on the integration of student credentialing.

#### *DUAL CREDIT*

**GOAL:** Programs of study will incorporate opportunities for students to earn a dual and/or articulated credit when appropriate.

**TIMELINE:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Continue work on CEANCI's Strategic Plan to work with Rock Valley College in the development of career pathways including dual credit opportunities at the high schools. Research innovative ways to share dual credit across the region when no teacher exists at the high school location. Encourage CTE instructor involvement in Rock Valley College's required training for high school teachers teaching dual credit. Provide time for organization and implementation of course content. Provide platform to share best practices on lesson plans and assessments.

#### *INSTRUCTION & EVALUATION IN SAFETY*

**GOAL:** Programs of study will incorporate opportunities for students to demonstrate an understanding of safety in the pathway.

**TIMELINE:** Year 2 and continued

**STRATEGIES** in addition to LNA results: Offer professional development or resources in safety training across all CTE, whether safety pertains to physical or legal safety, i.e. digital literacy and copyright infringement safety for students in technical pathways such as Graphic Communications.

### *NON-APPROVED CTE PROGRAMS*

Currently all districts have access to approved CTE programs, although the larger districts have a wider variety of options. CEANCI administers CEANCI Education Programs which allows schools to access other schools' programs of study. We also coordinate a cosmetology program.

In all, region students are provided access to Graphic Communications, Engineering, Manufacturing, Cosmetology, Nursing Assistant, and Automotive Technology through collaborative agreements among the consortium districts. We will continue to look at the expansion of these programs, most specifically in the targeted and emerging areas defined by the CLNA.

### **SECTION 6: RECRUITMENT RETENTION TRAINING**

*NEEDS IN PD* in addition to LNA results:

CEANCI has created a new CTE teacher training program, "Straight from Industry." This cohort program addresses the need for mentorship, support, and community for new instructors that are hired directly from industry. This training program focuses on valuable organizational teaching skills such as curriculum development and implementation, assessment, and classroom/lab management. This training program is finishing its inaugural year in the 2023-2024 school year with 18 teachers attending. This program is designed with CTE teacher retention in mind and will be expanding to include veteran CTE instructors as mentors in the future.

*RECRUITMENT EFFORTS* in addition to LNA results:

This is identified as one of the greatest barriers to starting new programs. Part of the issue is that industry professionals are not aware of the ability to acquire CTE-ELS credentials. CEANCI has made attempts to decipher the process for those interested and qualified for this option. Every opportunity is taken for the System to assist with recruiting new instructors as they are in constant contact with local employers at events such as Pathway Advisory Committee meetings and in our partnership with local community college, Rock Valley College. Districts continue to use traditional means of recruiting instructors.

There has been recent emphasis on a "grow-your-own" concept. Most of our region schools already have an early childhood education pathway, but some still do not have a secondary education pathway. Multiple districts have or are looking to get this implemented within the next couple of years emphasizing the development of their students that are demonstrating the greatest interest. Post-secondary is also stepping up to the plate, offering early credit options in all newly developed education pathways.

The hope is there is also some movement at the state level to lower the age of the paraprofessional enacting a stackable credential process that can also feed the pipeline for teachers.

*RETENTION EFFORTS* in addition to LNA results:



Region schools continue to provide mentoring programs for new instructors, but there is a shortage of teachers willing to give guidance to new CTE instructors. CEANCI's Straight from Industry program has the support of the board of governors and has added this program in the Funding Agreement starting FY25 for all schools to be aware and mindful to provide the opportunity for new teachers to attend the training sessions.

**GOALS:** Provide professional learning opportunities as they relate to the specific needs of the CTE instructors.

**TIMELINES:** Year 1 and continued

**STRATEGIES** in addition to LNA results: Continue to develop grow-your-own education programs of study. Collaborate with Regional Office of Education to develop professional development for teachers regarding the implementation of academics in CTE. Work with professional organizations like ICTA, IACTE, SDLC to continue developing the new teacher training to include mentoring and support groups in a cohort of PD for the first two years of teaching. CEANCI provides access to stakeholder engagement advisory committee meetings. Work with the Regional Office of Education to push the word out about ELS-CTE opportunities; System creates marketing campaign around retirees returning to the CTE classroom. Provide professional development on being intentional about recruiting, supporting, and retaining special populations students in CTE in hopes they'll want to teach CTE in the future.