



## Grant Cycle Goals and Strategies 2021-2025

### STUDENT PERFORMANCE

**GOAL 1** *CEANCI will facilitate and support district initiatives that incrementally decrease gaps of subgroups and special populations in academic performance indicators.*

**COMPONENTS:** Address disparities or gaps in local levels of performance; Improve the academic and technical skills of CTE students; CTE teacher and staff training; Special Populations – prepare for self-sufficiency

#### STRATEGIES

- 1A** Provide each high school team with specific subgroup and special populations data as it pertains to local levels of performance.
- 1B** Support time, organization and professional development as it relates to decreasing academic gaps.
- 1C** Provide platform for CTE teacher and Special Education teacher collaborations that are more in depth.
- 1D** Utilize grant funds for classroom aides, instructional materials and technologies.
- 1E** Provide professional learning opportunities for new teachers in the areas of foundational teaching practices, instructional coaching, and CTE lab management.

### ACCESS TO HIGH QUALITY CTE FOR ALL STUDENTS

**GOAL 2** *CEANCI will facilitate and support district activities designed to provide special population students equal access to high quality CTE courses, remove discriminatory barriers and increase persistence within a career pathway leading to self-sufficiency.*

**COMPONENTS:** Improve the academic and technical skills of CTE students; Special Populations prepare for self-sufficiency; Special Populations equal access; Special Populations ensure non-discrimination; CTE teacher and staff training; WBL opportunities and collaborative business/industry effort

#### STRATEGIES

- 2A** Provide CTE teachers with information to support special populations; share best practices in CTE modifications to encourage more students to take CTE classes.
- 2B** Work collaboratively with post-secondary to support pathway development as it relates to offering transitional math/English classes as core academic selections in scheduling progressions; as it relates to offering dual credit in CTE courses.
- 2C** Support professional learning opportunities as it relates to diversity, cultural training, and special accommodations.
- 2D** Send CTE teachers in the field to see employment adaptations.
- 2E** Support the development of strategies that increase student persistence within a pathway.

## **CTE PROGRAMS WITH SIZE, SCOPE AND QUALITY**

**GOAL 3** *CEANCI will facilitate and support districts for the incorporation of challenging state academic standards, technical knowledge and skills, and employability skills into region CTE programs of study.*

**COMPONENTS:** Improve academic and technical skills of CTE students; CTE teacher and staff training; Postsecondary credit opportunities for CTE students; WBL opportunities and collaborative business/industry effort

### **STRATEGIES**

- 3A** Facilitate the alignment of IL Learning Standards, technical and employability competencies, PWR endorsement competencies across region pathways using multiple stakeholders.
- 3B** Support time, organization and professional development as it relates to integrating all standards.
- 3C** Share best practices with region as it relates to employability grading systems.
- 3D** Continue to provide a bridge for education and business to collaborate on standards, equipment, facilities via Business Round Tables in each endorsement area; develop a collaborative effort with Rock Valley college for advisories.
- 3E** Utilize grant funds for instructional materials, equipment, software and technologies to execute all standards, competencies and skills.

**GOAL 4** *CEANCI will facilitate and support district initiatives for the development and implementation of career pathways.*

**COMPONENTS:** LWIB collaboration for an organized career guidance and academic counseling system; WBL opportunities and collaborative business/industry effort; Improve the academic and technical skills of CTE students

### **STRATEGIES**

- 4A** Create region task force that will research collection systems and recommend placement data system for region use; support district level implementation and professional development.
- 4B** Host region skill-based competitions.
- 4C** Utilize internship/apprenticeship task force with the purpose of researching models and supporting school implementation of programs.
- 4D** Support internal (in school) WBL continuum efforts; provide connections to business partners and coordinate activities and resources where appropriate .
- 4E** Provide professional learning opportunities in the areas of industry - recognized credentials, learn and earn field experiences, and implementation of a work-based learning continuum.
- 4F** Support districts in their efforts to use creative and innovative ways of expanding CTE programs and delivering instruction.

## **IMPLEMENTING QUALITY PROGRAMS OF STUDY**

**GOAL 5** *CEANCI will facilitate and support district activities that increase student career awareness, exploration and career development in grades 5-12.*

COMPONENTS: LWIB collaboration for career exploration and development; LWIB collaboration for an organized career guidance and academic counseling system; CTE teachers and staff training; Special Populations prepare for non-traditional fields; Address disparities or gaps in local levels of performance

### **STRATEGIES**

- 5A** Survey educators and report current practices of cluster training at each middle school; provide data, professional learning to appropriate educators.
- 5B** Provide professional learning to middle and high school counselors as it relates to local labor market data, career guidance and development activities.
- 5C** Survey CTE instructors and report current practices in orientation courses as it relates to career opportunities; provide data, professional learning to appropriate educators.
- 5D** Intentionally use non-traditional partners, students, testimonials, etc for career development activities to encourage new perspectives on career bias.
- 5E** Support professional learning opportunities as it relates to advancing gender equity targeted at administration, counselors and CTE staff.

**GOAL 6** *CEANCI will manage, facilitate, and support district efforts to offer Quality Pathways in accordance with the Illinois Perkins State Plan.*

COMPONENTS: LWIB collaboration for career exploration and development; Address disparities or gaps in local levels of performance; LWIB collaboration for up-to-date career information; CTE teacher and staff training; Postsecondary credit opportunities for CTE students

### **STRATEGIES**

- 6A** Provide Quality Program of Study Training to all stakeholders; execute region PQR.
- 6B** Audit all high schools for pathway course alignment – orientation, skill, advanced course offerings; work with district IT to update ISCS uploads.
- 6C** Provide time for organization and implementation of competencies, credentials, dual credit opportunities.
- 6D** Provide platform to share best practices, projects, aligned competencies, lesson plans, and assessments within each pathway area.
- 6E** Work with Rock Valley College to develop career pathways with dual credit opportunities at the high schools.
- 6F** Work with each high school to develop/implement all components of a quality program.