Grant Cycle Goals and Strategies 2025-2028

COMPONENT ONE:

Describe how the following will be provided in collaboration with local workforce development boards and other local workforce agencies:

Career exploration and career development coursework, activities, or services:

CEANCI will work with the local workforce development board to identify the regional employment trends and predicted needs. This information will be used to design student activities for career exploration and development. This information will also be used to prioritize support for schools in pathway and curriculum development to approve programs of study while also ensuring alignment with Illinois state course descriptions.

Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA:

CEANCI will work with the local workforce development board to identify the regional employment trends and predicted needs. This information will be used to design stakeholder engagement events that bring together educators and business partners to promote high-wage, high-skill, and high-demand occupations within targeted and non-targeted industries.

An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program:

CEANCI will work with the local workforce development board to identify the regional employment trends and predicted needs. This information will be used to conduct annual middle and high school counselor training sessions on the importance of early exposure to career exploration.

COMPONENT ONE GOAL

CEANCI will utilize the most up-to-date occupational information from the local workforce innovation board to design activities and events for students, conduct advisory committee meetings, and train counselors on topics that stress high-wage, high-skill, high-demand occupations in the region.

~~ORIGINAL SMART GOAL FY25: By FY2028, stakeholder engagement, as measured by attendance, will increase by 20%.~~

ADJUSTED SMART GOAL for FY27: By FY2028, stakeholder engagement, as measured by attendance, will increase by 10%.

STRATEGIES THAT WILL SUPPORT GOAL

1A: Provide professional learning to middle and high school counselors as it relates to local labor market data, career guidance and development activities.

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1B Conduct an annual career expo for middle school students

1C Conduct monthly advisory committee meetings, focused on targeted pathways

1D Design an annual Manufacturing Day event for students and businesses

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

FY2025-FY2028, fall annually, counselor training

FY2025-FY2028, spring annually, middle school expo

FY2025-FY2028, monthly, stakeholder engagement meetings

FY2025-FY2028, fall annually, Manufacturing event for students

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COMPONENT TWO:

Describe how academic and technical skills of students participating in career and technical education programs will improve by strengthening the academic and career and technical education components of programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education.

CEANCI will continue to report performance measures to school groups regarding academics incorporated into CTE courses. The expectation of CTE students performing academically will be stressed during meetings with CTE directors, counselors, teachers, and the board of governors. Students should be able to apply academic principles to the hands-on activities in CTE courses to be most successful in the field.

COMPONENT TWO GOAL

CEANCI will facilitate and support district activities that prepare students for work through academic preparation such as data analysis and professional learning.

~~ORIGINAL SMART GOAL FOR FY25: By FY 2028, Academic Proficiency in Mathematics will reach acceptable performance level as measured by Perkins data. Describe strategies that will be used to support the goal.~~

~~ADJUSTED SMART GOAL for FY26: By FY 2028, Academic Proficiencies in Reading will reach acceptable performance level as measured by Perkins data.~~

ADJUSTED SMART GOAL for FY27: By FY 2028, Academic Proficiencies in **Reading** will improve to be within 75% of the state's set performance level goal as measured by Perkins data.

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

2A Provide professional learning to middle and high school CTE instructors as related to incorporating reading, writing, mathematics and science in CTE

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2B Provide each high school team with student group data as it pertains to local levels of performance.

2C Incorporate academic instruction into new teacher training.

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

FY2025-FY2028, spring annually, Academics in CTE training

FY2025-FY2028, three times per year, CTE Director Meetings

FY2025-FY2028, throughout year, Straight from Industry teacher training

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COMPONENT THREE:

How activities will be provided to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

Special populations students, the services and opportunities that are available to them will be a topic often covered during professional learning opportunities to teachers, counselors, and administrators. Community services that are available to different special populations subgroups will be consulted with for these intents.

How CTE participants will be prepared for non-traditional fields

CEANCI will continue to advocate for non-traditional student recruitment by choosing and supporting a non-traditional student representative when possible. This student representative will be the spokesperson for the pathway, encouraging other non-traditional students to follow in their footsteps.

How equal access to career and technical education courses, programs, and program of study will be provided for special populations

CEANCI will continue to support schools in their efforts to offer equal access to CTE for all students. While we do not have any control over how schools schedule students, the enrollment data of special populations students should still be representative of the entire student population.

How you will ensure members of special populations will not be discriminated against on the basis of their status as members of special populations

CEANCI will continue to advocate for equity in CTE opportunities and will continue to intentionally include these subgroups to participate in any CEANCI events. CEANCI regional programs do not discriminate against students on the basis of their special populations status, but we do rely on school counselors to determine their eligibility.

COMPONENT THREE GOAL

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CEANCI will facilitate and support district activities designed to provide all students with equal access to high quality CTE courses, remove discriminatory barriers and increase persistence within a career pathway.

~~ORIGINAL SMART GOAL FOR FY25: By 2028, special populations concentrator student counts will increase 2% each year as measured by Perkins data.~~

~~ADJUSTED SMART GOAL FOR FY26: By the 2027-2028 school year, special populations concentrator student counts will have increased by 5% compared to the 2023-2024 school year, as measured by Perkins data.~~

ADJUSTED SMART GOAL FOR FY27: By the 2027-2028 school year, special populations concentrator students will have a collective improvement in performance measures by 10% compared to the 2023-2024 school year, as measured by Perkins data.

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

3A Provide CTE teachers with information to support special population students and share best practices in CTE modifications to recruit and encourage all students to take CTE classes.

3B Work collaboratively with post-secondary to support pathway development as it relates to offering transitional math/English classes as core academic and selections in scheduling progressions as it relates to offering dual credit in CTE courses.

3C Support the development of strategies that increase student persistence within a pathway.

3D Intentionally use non-traditional partners, students, testimonials, etc. for career development activities to support unbiased perspectives on career options.

3E Continue to advocate for and provide access to regional programs of study.

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

FY2025-FY2028, spring annually, Special Populations Professional Development

FY2025-FY2028, throughout year, coordination with postsecondary institutions

FY2025-FY2028, throughout year, events and opportunities for students to persist within pathway

FY2025-FY2028, throughout year, utilize non-traditional partners to promote career options

FY2025-FY2028, continually, providing access to regional programs of study

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COMPONENT FOUR:

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Describe the work-based learning opportunities that will be provided to students participating in career and technical education programs and the collaboration with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable

Many of the programs have embedded work-based learning opportunities. But beyond that, CEANCI strives to make connections and provide those connections to schools. CEANCI employs a community outreach coordinator who aids with these connections including finding job shadows for individual students when needed. CEANCI also coordinates schools with internship opportunities. CEANCI provides two career expo experiences for middle and high school students during the year, coordinates site visits, and hosts at minimum three skill-based team competitions that cover 6 career pathways.

COMPONENT FOUR GOAL

CEANCI will facilitate and support district activities that prepare students for work through career awareness, exploration, and development in grades 5-12.

ORIGINAL SMART GOAL FOR FY25: By 2028, student engagement, as measured by work-based learning surveys, will increase by 10%

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

4C Host region skill- and team-based competitions.

4D Support internal WBL continuum efforts; provide connections to business partners and coordinate activities and resources where appropriate.

4E Utilize grant funds for activities associated with career awareness, exploration, and career development.

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

FY2025-FY2028, throughout year, skill-based competitions for culinary, graphic communications, welding, automotive, engineering, and cabinetmaking

FY2025-FY2028, spring annually, middle school expo

FY2025-FY2028, fall annually, Manufacturing event (including expo) for students

FY2025-FY2028, throughout year, connect educators with business partners to fulfill needs

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COMPONENT FIVE

Describe how students participating in career and technical education programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual credit or concurrent enrollment programs or early college high school, as practicable

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Many schools have dual credit opportunities embedded within CTE courses, and CEANCI will continue to support that opportunity for students. Not all CTE programs of study necessarily lead to a required postsecondary education; many pathways can lead to a living wage career without this, making dual credit for all CTE pathways very difficult.

COMPONENT FIVE GOAL

n/a

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

n/a

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

n/a

COMPONENT SIX

Describe coordination efforts with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession

Teacher preparation and retention is an area that CEANCI has taken on as a challenge, as we have a very large district with a very high teacher turnover rate. With the Straight from Industry program, partnering with the regional office of education and veteran CTE teachers, we are providing an outlet for these new teachers to bond, exchange ideas, and learn from each other, creating a sense of community and breeding persistence in teachers. While CEANCI has no control over the mentoring or induction programs in schools, we can utilize grant funding to support teachers in this way.

COMPONENT SIX GOAL

CEANCI will facilitate and/or support professional learning in CTE to ensure programs remain relevant, compliant, and led by properly endorsed instructors. CEANCI will conduct a full annual review of programs to include course sequences, instructor credentials, and other adherences to the quality criteria set forth by the Illinois State Board of Education.

~~ORIGINAL SMART GOAL FOR FY25: By 2028, approved programs of study, as determined by ISBE review, will increase by 3 programs.~~

ADJUSTED SMART GOAL FOR FY27: By FY 2028, 80% of CTE program teachers can provide evidence, as documented by EFE 150, for all 9 quality program criteria listed in the Size, Scope, and Sequence outline of the Perkins grant.

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

Grant Cycle Goals and Strategies 2025-2028

6A Facilitate the alignment of technical and employability competencies, PaCE Framework, and PWR endorsement competencies across regional pathways.

6B Support teacher time, organization, and professional learning as it relates to integrating academic, technical, and essential skills, dual credit certification, and industry-recognized credentials training.

6C Provide annual Program of Study training for all stakeholders. Conduct annual Program Quality Review for all approved programs.

6D Provide professional learning for new teachers in the areas of foundational teaching practices, instructional coaching, and CTE lab management.

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

FY2025-FY2028, throughout year, assessing the programs in terms of quality with a program quality review

FY2025-FY2028, throughout year, supporting CTE teacher professional development

FY2025-FY2028, fall annually, program of study training for all CTE directors/coordinators

FY2025-FY2028, throughout year, provide new teacher training for new teachers out of industry with ELS-CTE licenses

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COMPONENT 7

Describe how any disparities or gaps in performance in each year of the plan will be addressed, and if no meaningful progress has been achieved prior to the third program year, describe additional actions taken to eliminate those disparities or gaps

CEANCI conducts training each year with designated CTE directors from each school as well as a program quality review with teachers. Any disparities or gaps are reported to all concerned stakeholders to motivate an improvement in performance. If no meaningful improvement is made, CEANCI collaborates with the regional office of education to conduct professional development that will address the gaps in a meaningful and valuable way.

COMPONENT SEVEN GOAL

n/a

STRATEGIES THAT WILL BE USED TO SUPPORT THE GOAL

n/a

TIMELINE FOR EXPECTED COMPLETION OF THE GOAL AND ASSOCIATED STRATEGIES

n/a

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