




Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

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MEMORANDUM

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

FROM: Dr. Tony Sanders
State Superintendent of Education 

DATE: December 6, 2023

SUBJECT: Public Act 102-0863 Gender Equity Advisory Committee

The Illinois State Board of Education respectfully submits this report on behalf of the Gender Equity Advisory Committee to the Governor and General Assembly to fulfill the requirements of 105 ILCS 435/2.1.

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

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

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Sergio Hernandez (Vice-chair)
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Gender Equity Recommendations Report

Pursuant to Public Act 102-0863

December 2023

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Illinois
State Board of
Education

Introduction Letter from Committee Chairs

Over the years, research and data have illuminated the persistent gaps in educational achievement among male students of color, shedding light on the systemic challenges that hinder their academic success. The Gender Equity Advisory Committee is committed to understanding and dismantling these barriers to create a more just and equitable educational landscape.

One significant aspect that demands our attention is the historical data revealing disparities in educational outcomes. According to data from the U.S Department of Education's Civil Rights Data collection, male students of color have consistently faced disproportionately lower graduation rates, higher rates of disciplinary actions, and limited access to advanced educational opportunities compared to their peers. This alarming trend not only impedes the individual potential of these students but also perpetuates a cycle of inequity that extends into their adult lives.

Our committee aims to address these disparities by engaging with and advocating for evidence-based policies that target the root causes of educational inequities. Through rigorous analysis and collaboration with educators, policymakers, and community stakeholders, we seek to implement solutions that ensure every student, regardless of gender or ethnicity, has an equal opportunity to thrive academically. The information and recommendations included in this report have been developed in an effort to improve educational equity, academic achievement, postsecondary outcomes, and STEM workforce development among historically disadvantaged males and other students of color or to that effect.

It is crucial to recognize that the perpetuation of inequitable educational outcomes is often rooted in systemic policies and practices. The Gender Equity Advisory Committee is actively involved in researching and understanding the underlying structures that contribute to these disparities. By identifying and challenging these structures, we aim to pave the way for transformative change that promotes inclusivity and equity in education.

Table of Contents

Introduction Letter from Committee Chairs	3
Legislation	5
Summary	6
Background Information	7
Summary of GEAC Meetings and Key Discussion Outcomes	20
Additional Recommendations.....	21
Recommendation Number 1	21
Recommendation Number 2	22
Recommendation Number 3	23
Recommendation Number 4	24
Recommendation Number 5	25
Recommendation Number 6	26
Recommendation Number 7	27
Recommendation Number 8	28
Recommendation Number 9	29
Recommendation Number 10	30
References	32
Appendix	34
Committee meeting schedule.....	34
Data shared with the committee during September 22, 2023, meeting.....	34
Data shared with the committee during October 6, 2023, meeting	40

Legislation

Public Act 102-0863

SB3845 Enrolled

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The Vocational Education Act is amended by changing Section 2.1 as follows:

(105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

Sec. 2.1. Gender Equity Advisory Committee.

(a) The Superintendent of the State Board of Education shall appoint a Gender Equity Advisory Committee of at least 9 members 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.

(b) Membership shall include without limitation one regional gender equity coordinator, 2 State Board of Education employees, an appointee of the Director of Labor, and 5 citizen appointees who have expertise in one or more of the following areas: nontraditional training and placement, service delivery to single parents, service delivery to displaced homemakers, service delivery to female teens, business and industry experience, and Education-to-Careers experience. Membership also may include employees from the Department of Commerce and Economic Opportunity, the Department of Human Services, and the Illinois Community College Board who has expertise in one or more of the areas listed in this subsection (b) for the citizen appointees. Appointments shall be made taking into consideration expertise of services provided in secondary, postsecondary and community-based programs.

(c) Members shall initially be appointed to one-year terms commencing on January 1, 1990, and thereafter to two-year terms commencing on January 1 of each odd numbered year. Vacancies shall be filled as prescribed in subsection (b) for the remainder of the unexpired term.

(d) Each newly appointed committee shall elect a Chair and Secretary from its members. Members shall serve without compensation but shall be reimbursed for expenses incurred in the performance of their duties. The Committee shall meet at least bi-annually and at other times at the call of the Chair or at the request of the gender equity coordinator.

(e) On or before December 15, 2023, the Committee shall submit recommendations to the Governor, General Assembly, and State Board of Education regarding how school districts and the State Board of Education can better support historically disadvantaged males, including African American students and other students of color, to ensure educational equity.

(f) On and after December 31, 2023, subsection (e) is inoperative.

(Source: PA 98-739, eff. 7-16-14.)

Summary

The Advisory Committee identified the following challenges and opportunities:

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 environment have traditionally been the site 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% of students discussed college and career opportunities with their school counselor, yet only 32% 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 reach their goals.

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 way. 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.

Background Information

Introduction

CTE programs have positively impacted high school graduation rates and academic achievement, but enrollment and participation among African American and Hispanic males, and other disadvantaged students of color, has been less than robust.

African Americans and Hispanics work in science, technology, engineering and mathematics (STEM) occupations and pursue STEM degrees at rates lower than their representation in the U.S. population, and thus are categorized as underrepresented minorities (National Science Foundation [NSF], 2017). Although African Americans and Hispanics make up 27% of the U.S. population, they only represent 11% of the STEM workforce and hold 14% of science and engineering degrees (National Science Board [NSB], 2016).

Barriers

Students from underrepresented ethnic and racial minority groups are more likely to come from impoverished and low-income backgrounds. Children living in poverty, who are disproportionately children of color, tend to be concentrated in schools with inadequate resources and ill-equipped teachers (Murnane, 2007). Murnane (2007) asserts that city budgets are often strained and uncertain, and thus prevent urban districts from hiring highly skilled teachers in a timely fashion. Challenging working conditions, including the impact of the COVID-19 pandemic; a teacher-shortage; and a shortage of teachers of color exacerbate the problem.

Districts serving predominantly African American or Hispanic student populations are less likely to receive equitable per-student funding. School funding in U.S. schools is based primarily on local property taxes with the result that “schools in districts with a large number of well-to-do people have more funds per student than schools in districts with a large number of people in poverty” (Flores, 2007, p.35). As a result, districts serving predominantly African American and Hispanic students are less likely to provide the same programs and instruction. Consequently, gaps in achievement between underrepresented minority students and their White and Asian counterparts begin early and continue to persist (Flores, 2007). For example, only 40% of U.S. fourth grade students performed at or above the Proficient level in math, according to a 2015 National Assessment of Education Progress (NAEP) report. Students performing at or above the Proficient level on the NAEP math assessment demonstrated solid academic performance and competency. By comparison, NAEP math scores for fourth grade students from underrepresented ethnic and racial minority groups performing at the same level ranged from 3-19% for African American students to 30% for Hispanic students (National Center for Education Statistics, 2015). Moreover, gaps in achievement are compounded by disproportionately higher rates of suspensions and expulsions; the absence or the limited use of restorative practices; and a lack of social, emotional, and behavioral supports.

To overcome these barriers and the ill-effects of poverty, a strategy to improve educational equity and academic achievement among disadvantaged, African American and Hispanic/Latino students must include early interventions, social-emotional and behavioral supports; expansions in CTE programming; and increased funding to districts serving predominantly low-income, underrepresented ethnic and racial minority student populations at the elementary, secondary, and postsecondary levels.

It was recommended that the committee consider school-based mentorship programs and address barriers, such as transportation, to access these programs. It should be noted that the existing Transportation Safety Hazard Grant could not be used for school-based mentorship programs. This is in part because of the need for an eligible item to be directly associated with a school grade. Schools and districts currently own decisions and establishment of any school-based mentorship programs should they choose to implement them.

It also should be noted that ISBE currently supports cultural competency training. This is demonstrated via the management of both the Principal Recruitment and New Principal Mentoring grants by the agency's District/School Leadership Department. The New Principal Mentoring Grant requires mentors to receive explicit training on the new Culturally Responsive Teaching and Leading Standards. To the greatest extent possible, mentees were matched with mentors based on race and gender. The preliminary data collected for the fiscal year 2022 and FY 2023 New Principal Mentoring program reflect that 63% are female and 35% are people of color. In addition, programs for the Principal Recruitment Grant were selected based on their ability to recruit and enroll a diverse pool of committed candidates into principal preparation programs. The preliminary data collected for this cohort reflect that 82% of the recruits are women and 75% are people of color. In addition, the agency's Educator Effectiveness Department is working in partnership with WestEd to lead all educator preparation providers (EPPs) to redesign their programs to align to the Culturally Responsive Teaching and Leading Standards. As part of their redesign efforts, EPPs are charged with completing a self-assessment of their current state of cultural responsiveness and designing, implementing, and evaluating changes within each educator preparation program. EPPs have thus far attended group webinars, met one-one-one with WestEd content coaches, and were presented with candidate assessment options. All educator preparation programs must be redesigned by October 1, 2025. A link to the standards, as well as more information about the effort, can be found on the [Culturally Responsive Teaching and Leading Standards webpage](#).

With respect to increasing full-time equivalents for educators with race that aligns with marginalized student populations, ISBE also confirmed its support of increased representation of race in educator and administrator filled positions to better align with student populations. As an example, the agency's Educator Effectiveness Department is working in partnership with the Illinois Education Association, which subcontracts with the Illinois Federation of Teachers and the Chicago Teachers Union, to offer a virtual coaching and mentoring program for first-through-third year teachers and clinicians. These new educators are paired with an in-building mentor and a virtual coach in the same grade and content area of their own role within the school. This effort, which began in response to the pandemic, aims to increase teacher retention. The department is also collaborating with American Institutes for Research to lead educator preparation providers through developing and implementing diverse educator recruitment and retention plans. The initiative charges EPPs with thinking critically about strategies they can enhance or offer to increase the diversity of their prospective teacher pipeline in terms of race, socioeconomic status, and first-generation status. More information about the mentoring program and diversifying educator preparation programs can be found on the [ISBE Illinois Virtual Instructional Coach and Building Mentor Program webpage](#). More information about diversifying educator preparation programs can be found under the Diverse Educator Recruitment and Success tile on the [ISBE Education Preparation Providers & Stakeholders webpage](#).

Starting career exploration awareness at the elementary school level not only ensures that students of color have access to a more equitable educational experience but also lays the foundation for their lifelong growth and development. Careful guidance can help students articulate their career aspirations and highlight avenues for them and their families to make good postsecondary school decisions (Chancy, 2022). In this context, the research underscores the urgent need for addressing funding disparities in CTE programs, particularly in Illinois, as such disparities disproportionately affect students of color. The investment in CTE is an investment in the future workforce, and closing the funding gaps is a crucial step toward creating a level playing field for all students, irrespective of their racial or ethnic backgrounds.

Simultaneously, we acknowledge the disparities faced by males of color in accessing technical career and advocate for the creation and identification of funding to enhance access. This funding is not only an issue of social justice but also an

investment in the nation's future workforce. Prioritizing and supporting initiatives that increase access for males of color to technical career centers paves the way for a more inclusive and diverse representation in technical fields. Additionally, the paper stresses the importance of introducing career awareness at an even earlier stage — elementary schools. Early career exploration in elementary schools has the potential to reduce the achievement gap, improve academic motivation, and equip students with essential soft skills for future success. This initiative can significantly contribute to creating a more level educational landscape for students of color.

In the realm of teacher training, leveraging CTE as a pathway for educators is explored, emphasizing the benefits of hands-on, practical experience in teacher preparation. The paper also delves into incentivizing professionals from non-educational backgrounds to pivot to the teaching profession, with a focus on the Alternative Licensure Pathway in Illinois. Recognizing and harnessing the expertise of professionals from various fields can contribute to a more diverse and skilled teaching workforce. These recommendations align with the broader effort to ensure that all students, regardless of their background, have access to quality education and teaching that prepares them for the demands of the evolving job market. By adopting these recommendations, we can foster an inclusive educational environment that meets the needs of students and prepares them for successful futures.

Disparities in Career and Technical Education Funding: An Urgent Call for Action in Illinois

Introduction: Career and Technical Education is a critical component of a well-rounded education, offering students essential skills for success in diverse career pathways. However, the current state of CTE funding in Illinois, especially concerning students of color, reveals alarming disparities compared to neighboring states. This paper aims to shed light on these discrepancies and advocate for urgent corrective action.

Disparities in Funding: In FY 2024, Illinois significantly lags neighboring states in CTE funding. A comparison:

- Ohio: \$322,639,000
- Indiana: \$204,766,003
- Kentucky: \$121,308,500
- Illinois: \$43,064,100
- Missouri: \$29,176,721

Key Points:

- **Declining Investment Over Time:** Illinois has experienced a troubling decline in CTE funding since 1999 that negatively impacts educational opportunities, particularly for students in communities of color.
- **Flat Funding and Lack of Formula-Driven Allocations:** The absence of formula-driven adjustments over the past five fiscal years has led to stagnant CTE funding, hindering the adaptability of CTE programs to evolving student needs.
- **Inadequate Share of K-12 Budget:** Illinois allocates a mere 0.39% of the nearly \$10 billion K-12 ISBE budget to 9-12 CTE funding, signaling a lack of prioritization in the broader education budget.
- **Disproportionate Funding Compared to Other Programs:** The FY 2024 budget unveils a stark disparity between Illinois early childhood funding and CTE funding, with early childhood funding nearly 15 times higher, leaving CTE programs significantly underfunded.

- **Long Overdue Funding Increase:** The FY 2024 funding request increase of \$2.6 million is the first in 20 years, emphasizing the critical need for consistent and meaningful funding increases for CTE programs.
- **Neglected Area Career Centers:** Existing Area Career Centers in Illinois receive only 19% of the available CTE Budget -- with no addition since the early 1970s -- exacerbating limited accessibility of CTE resources in communities of color.
- **Disproportionate Spending on Assessments:** Illinois plans to spend nearly 40% more on assessments than on CTE programs in FY 2024, undermining the hands-on, skill-building activities crucial for student success, particularly in underserved communities.
- **Insufficient Funding per High School:** Projected spending of less than \$50,000 on CTE per high school in FY 2024 signals inadequate funding, limiting the quality and breadth of CTE programs and reducing opportunities for students of color.

Recommendations:

Given the stark contrast in CTE funding between Illinois and neighboring states, urgent action is needed to address the disparities. Recommendations include:

- **Implement Formula-Driven Allocations:** Establish a formula-driven approach to ensure equitable CTE funding distribution, particularly in communities with higher percentages of students of color.
- **Increase Overall CTE Budget:** Advocate for a substantial increase in the overall CTE budget, recognizing its significance in preparing students for diverse career pathways, with a specific focus on addressing challenges faced by communities of color.
- **Prioritize Increase in Number of Area Career Centers:** Allocate resources for new Area Career Centers in communities of color to bridge the accessibility gap and provide valuable CTE opportunities locally.
- **Ensure Comprehensive Assessment Practices:** Reevaluate funds allocated to assessments to avoid overshadowing CTE program funding. A balanced approach is essential for holistic student development.
- **Regular Funding Increases:** Advocate for regular and meaningful increases in CTE funding to keep pace with evolving student needs and the changing job market.
- **Engage Stakeholders:** Collaborate with educators, community leaders, and stakeholders to understand and address unique challenges faced by students of color in accessing quality CTE programs. Utilize this information to inform policy and funding decisions.

Conclusion: Addressing the CTE funding disparities in Illinois is not only crucial for rectifying the current situation but also represents a significant step toward creating a more inclusive and equitable educational system. Urgent attention, legislative support, and stakeholder engagement are imperative to ensure that all students, regardless of their background, have access to quality CTE opportunities.

Leveraging Career and Technical Education: The Case for an Alternative Licensure Pathway in Illinois

I. Introduction:

The landscape of teacher training is evolving, and the incorporation of Career and Technical Education as a training ground for educators presents a promising avenue. Additionally, incentivizing professionals from non-educational backgrounds to pivot to teaching can bring diverse expertise into classrooms. This paper explores the intersection of these two concepts, with a specific focus on the Alternative Licensure Pathway in Illinois.

II. CTE as a Form of Teacher Training

Background: CTE offers a hands-on and practical approach to learning, aligning closely with the skills needed in today's workforce. Leveraging CTE as a form of teacher training provides aspiring educators with a unique perspective on curriculum development, student engagement, and the integration of real-world experiences into the classroom.

Benefits:

- **Practical Experience:** CTE teacher training allows educators to gain hands-on experience in their field of expertise.
- **Industry Relevance:** Teachers trained through CTE programs bring industry-relevant knowledge, enhancing the practical application of subjects.
- **Student Engagement:** CTE-trained educators often excel in engaging students by connecting theoretical concepts to real-world scenarios.

Challenges:

- **Credentialing and Certification:** Challenges may arise in aligning CTE teacher training with traditional teaching certifications.
- **Integration with Academic Curriculum:** Striking a balance between CTE-focused training and academic curriculum requirements may pose challenges.

III. Incentivizing Non-Educational Professionals: Alternative Licensure Pathway in Illinois

Background: The Alternative Licensure Pathway in Illinois serves as a mechanism to attract professionals from non-educational fields into teaching roles. This pathway recognizes the value of expertise gained in diverse industries and streamlines the transition to becoming licensed educators.

Benefits:

- **Recognition of Expertise:** The Alternative Licensure Pathway acknowledges the valuable skills and knowledge that professionals bring from their non-teaching careers.
- **Flexible Pathways:** Professionals can undergo training while working, making the transition to teaching more accessible.
- **Diverse Perspectives:** Incentivizing professionals to become educators enriches classrooms with diverse perspectives and real-world insights.

Challenges:

- **Pedagogical Training:** Non-educational professionals may need additional training in pedagogy to effectively navigate classroom dynamics.
- **Cultural Shift:** Encouraging a cultural shift where teaching is viewed as a viable and respected career change is essential.

IV. Recommendations

- **Strengthening Collaboration:** Foster collaboration between CTE programs and teacher training institutions to create seamless pathways for aspiring educators.
- **Professional Development:** Offer targeted professional development opportunities to non-educational professionals to enhance their pedagogical skills.
- **Community Engagement:** Develop outreach programs to inform professionals about the benefits of transitioning to teaching and the available pathways.

V. Conclusion

As education continues to adapt to the changing needs of society, leveraging CTE as a form of teacher training and incentivizing non-educational professionals to pivot to the teaching profession presents innovative solutions. The Alternative Licensure Pathway in Illinois could serve as a model for recognizing and harnessing the expertise of professionals from various fields, contributing to a more diverse and skilled teaching workforce.

Importance of Tracking Outcomes After High School with Respect to College or Career Path

This recommendation paper underscores the significance of tracking outcomes after high school, both in Illinois and nationwide, with regard to college and career pathways. It advocates for improved data collection and analysis to guide education policy and workforce development. Proposed approaches for effective tracking are outlined, along with an examination of current limitations. The goal is to ensure the successful transition of high school graduates into higher education and the workforce.

I. Introduction

The transition from high school to college or a career is a pivotal moment in an individual's life, with profound implications for personal and societal development. Effective tracking of post-high school outcomes is vital for developing education policy, guiding students' choices, and evaluating the efficacy of educational and workforce development programs. This paper aims to outline approaches for tracking these outcomes in Illinois and nationally while addressing current limitations.

II. Proposed Approaches for Tracking Outcomes

A. National Database and Surveys

- **National Center for Education Statistics:** Leverage and expand existing databases for comprehensive tracking.
- **Nationwide Surveys:** Conduct large-scale surveys and studies to collect data on post-high school experiences.
- **Enhancing Data Quality:** Implement data validation and integrity checks to ensure accuracy and completeness.

B. State-Level Initiatives

- **Illinois Postsecondary Analytics:** Expand and promote initiatives like Illinois Postsecondary Analytics in other states.

- **Customized State Surveys:** Develop state-specific data collection systems.
- **Data Sharing Agreements:** Facilitate collaboration among educational institutions, workforce agencies, and policymakers for integrated data.

C. Longitudinal Studies

- **Long-Term Tracking:** Undertake longitudinal studies that follow individuals over time, allowing for an in-depth analysis of post-high school outcomes.
- **Interagency Collaboration:** Encourage partnerships between education, workforce, and research agencies for comprehensive longitudinal research.
- **Data Transparency:** Make longitudinal data available for analysis, policy development, and public awareness.

D. Data Integration and Collaboration

- **Interconnecting Data Sources:** Integrate educational, workforce, and demographic data to provide a holistic view of post-high school outcomes.
- **Standardization:** Develop national standards for data collection and reporting, ensuring consistency and comparability.
- **Cross-State Data Sharing:** Promote inter-state data sharing to track mobility and regional disparities.

III. Current Limitations

A. Data Privacy and Security

- **Confidentiality Concerns:** Balance the need for data security with the requirement for comprehensive tracking.
- **Compliance with Regulations:** Ensure adherence to data protection laws, such as the Family Educational Rights and Privacy Act.

B. Data Accuracy and Completeness

- **Data Entry Errors:** Address issues related to data entry and validation.
- **Incomplete or Outdated Information:** Ensure data is regularly updated and verified.
- **Cross-Referencing Data:** Implement measures to cross-reference data from various sources for accuracy.

C. Variability in Tracking Methods

- **Non-Standardized Approaches:** Overcome the lack of uniform data collection and reporting methods.
- **Comparability Challenges:** Foster data compatibility between states and institutions.
- **Defining Key Metrics:** Develop agreed-upon metrics for tracking success, especially in career outcomes.

D. Limited Career Outcome Tracking

- **Emphasis on College Outcomes:** Shift the focus to encompass career outcomes, including employment success and job placements.
- **Comprehensive Reporting:** Expand data reporting to include skill development, industry certifications, and job satisfaction.

IV. Recommendations

This paper recommends the following actions to address the challenges and enhance the tracking of outcomes after high school:

- **Invest in Data Security:** Establish robust data security protocols to safeguard personal information while allowing comprehensive tracking.
- **Standardization of Data Reporting:** Develop and promote national standards for data collection and reporting to facilitate consistency and comparability.

- **Incorporate Career Outcomes:** Expand data collection and reporting to encompass career outcomes, such as employment success, job placements, skill development, and industry certifications.
- **Longitudinal Data Accessibility:** Make longitudinal data available for research, policy development, and public awareness, encouraging transparency.
- **Interagency Collaboration:** Foster collaboration among educational institutions, workforce agencies, and research bodies for integrated data collection and analysis.
- **Cross-State Data Sharing:** Promote data sharing between states to track mobility and regional disparities.

Implementing these recommendations can enable us to enhance our ability to track outcomes after high school effectively, thereby benefiting students, educational institutions, policymakers, and the workforce.

V. Conclusion

The successful transition of high school graduates into higher education and the workforce is a critical national priority. There is a pressing need to track outcomes after high school effectively to achieve this. Proposed approaches, such as leveraging national databases, state-level initiatives, longitudinal studies, and data integration, hold significant promise. These approaches should be underpinned by an emphasis on data security, accuracy, standardization, and the inclusion of career outcomes in tracking metrics.

Addressing these challenges and implementing recommended approaches can enable us to facilitate informed decision-making, inform education policy, and ensure equitable access to opportunities. Tracking outcomes after high school is essential for the betterment of individuals and society as a whole.

Expanding Access to Career Centers:

I. Introduction:

In today's rapidly evolving job market, access to technical career centers is a critical pathway to economic mobility and career success. Unfortunately, males of color, particularly Black and Latino males, face significant disparities when it comes to accessing these centers in their neighborhoods. This recommendation is intended to address the importance of creating and identifying funding to enhance access for males of color to technical career centers, acknowledging the pressing need for intervention.

II. The Disparities Faced by Males of Color

Males of color encounter numerous barriers that hinder their access to technical career centers. Research shows that they are more likely to come from underprivileged backgrounds, attend underfunded schools, and lack adequate role models and mentors in technical fields (Wood & Harris, 2017). Additionally, they face systemic racism, stereotypes, and unconscious biases that create a hostile environment for pursuing technical education and careers (National Council of Teacher of Mathematics, 2015).

III. The Importance of Funding

1. **Equity and Access:** Funding plays a pivotal role in promoting equity and access to technical career centers. It helps in addressing resource disparities among schools and communities, ensuring that all students have equal access to quality education and resources (Council of Chief State School Officers, 2018).

2. **Program Development:** Funding is essential for the development and expansion of technical career programs specifically tailored to the needs and interests of males of color. This includes providing specialized training, resources, and mentorship programs (The White House Initiative, 2015).
3. **Mentorship and Support:** Financial support enables the recruitment and retention of diverse faculty and staff who can serve as mentors and role models for males of color. This support is crucial for creating a welcoming and inclusive learning environment (Johnson, 2018).
4. **Community Engagement:** Funding facilitates community engagement, enabling partnerships between schools, technical centers, local businesses, and organizations. Such collaboration creates more opportunities for males of color to gain exposure to technical careers within their neighborhoods.

IV. Recommendations

1. **Increase Public Funding:** Federal, state, and local governments should allocate more resources to support the development and expansion of technical career programs for males of color. This funding should prioritize schools and neighborhoods with the greatest need and be used to reduce resource disparities.
2. **Public-Private Partnerships:** Encourage partnerships between public institutions, private corporations, and nonprofit organizations. Such collaborations can provide financial support, mentorship, internships, and apprenticeship opportunities for males of color.
3. **Scholarship and Grant Programs:** Create and expand scholarship and grant programs specifically for males of color pursuing technical education. These programs should cover tuition, books, and living expenses, reducing the financial burden on students.
4. **Mentorship and Role Models:** Develop mentorship programs and establish role models within technical career centers. Funding should be used to attract diverse faculty and staff who can provide guidance and support to males of color.
5. **Community Outreach:** Invest in community outreach programs that introduce technical career opportunities to young males of color at an early age. These programs can spark interest and passion for technical fields and guide them toward these career paths.

V. Conclusion

Creating and identifying funding to increase access for males of color to technical career centers is not only a matter of social justice but also an investment in our nation's future workforce. Ensuring equitable access to technical education is essential for addressing disparities in economic opportunities, reducing unemployment, and promoting diversity in technical fields. A combination of public funding, public-private partnerships, scholarship programs, mentorship, and community outreach can pave the way for a brighter, more inclusive future for males of color in technical careers. This recommendation serves as a call to action, urging all stakeholders to prioritize and support these initiatives for the benefit of individuals and society as a whole.

Early Career Exploration Awareness in Elementary Schools for Students of Color: A Focus on Soft Skills Development

I. Introduction:

Career exploration and development have traditionally been addressed in high schools or postsecondary education, but a growing body of research suggests that introducing career awareness at an earlier stage, particularly in elementary schools for students of color, can yield substantial benefits. This recommendation paper outlines the advantages of initiating career exploration programs in elementary schools and emphasizes the significance of focusing on the development of soft skills. Research shows that early exposure to potential careers and the cultivation of soft skills can foster academic success and help students from underrepresented backgrounds thrive in the workforce.

II. The Importance of Early Career Exploration:

Academic Achievement and Motivation

Research indicates that introducing career exploration in elementary schools can have a positive impact on students' academic performance. When students are aware of career opportunities and have long-term goals, they often exhibit increased motivation and dedication to their studies (Akos, 2016). This early motivation can set the foundation for a lifelong pursuit of learning and achievement.

Reducing the Achievement Gap

Students of color often face disparities in educational achievement and access to resources. By introducing career awareness programs at an early stage, schools can help reduce the achievement gap (Smith, 2019). These programs provide opportunities for all students to explore their potential and develop a sense of belonging in the academic community.

III. Focusing on Soft Skills Development:

Soft Skills: A Critical Component

Soft skills encompass personal attributes and interpersonal skills that are crucial for success in the modern workforce. These skills include communication, teamwork, problem-solving, adaptability, and emotional intelligence. Research indicates that the development of soft skills in early childhood education is essential for future career success (Duckworth & Yeager, 2015). The integration of these 21st century skills through thematic learning can increase student activity and develop soft skills and hard skills competencies possess by students (Alifah, Lailatul & Sukartono, 2023).

Soft Skills and Career Readiness

Teaching soft skills in elementary schools can significantly enhance students' career readiness. Research by Heckman et al. (2017) suggests that soft skills are strong predictors of success in both the workplace and life. Early exposure to these skills can better prepare students for the challenges of the job market, regardless of their socioeconomic background.

IV. Implementing Career Exploration Awareness in Elementary Schools:

Curriculum Integration

It is crucial to integrate career-related activities into the curriculum to effectively implement career exploration in elementary schools. Teachers can weave career awareness into various subjects to engage students while enhancing their understanding of the real-world applications of their studies (Herrera & Long, 2018).

Guidance and Mentorship

Mentorship programs can play a significant role in career exploration at the elementary school level. Students benefit from interacting with professionals from various fields, as this exposure can broaden their career horizons (Karcher & Nakkula, 2010). Such interactions can also provide students with role models and guidance.

V. Conclusion

The research and evidence presented in this paper strongly support the implementation of early career exploration awareness programs in elementary schools for students of color, with a specific emphasis on soft skills development. Introducing career awareness and fostering soft skills from an early age allows schools to not only improve academic performance and reduce achievement gaps, but also equip students with the skills they need for success in the modern workforce.

Starting career exploration awareness at the elementary school level not only ensures that students of color have access to a more equitable educational experience, but also lays the foundation for their lifelong growth and development. As students articulate their career aspirations, careful guidance can be helpful in highlighting avenues for them and their families to make good postsecondary school decisions (Chancy, 2022). As educators and policymakers consider the future of education, it is paramount to acknowledge the profound benefits of early career exploration and prioritize its integration into elementary school curricula. These efforts can help students of color fulfill their potential and contribute meaningfully to society.

Centering Student Voice to Guide Career and Technical Education Service Delivery to Students

It is a best practice in equity work to center the voices of those who have been marginalized and lack access to the resources and tools needed to succeed to help shape systems, policies, programs, and practices that more effectively serve their needs.

ISBE, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and statewide Career and Technical Student Organizations partnered recently to develop the CTE Equity Survey. The goal of the survey is to identify student awareness of CTE school coursework, access to CTE courses and support, and utilize the findings to inform the secondary and postsecondary Comprehensive Local Needs Assessment process in Illinois.

The design and administering of the survey were led by students and involved high school students from across the state. Over 7,200 students participated in the survey.

Below are highlights from the CTE Equity Survey:

High School Counselors

- 72% of students discussed college and career opportunities with their high school counselor.
- 32% of students discussed CTE program offerings with their high school counselor.

Connection with Local Community Colleges

- 71% of students did not visit their local community college to learn about college and career opportunities.
- 47% of students were not familiar with CTE programs offered at their local community college.
- 1.6% of students took their CTE courses at their local community college.

Dual Credit & CTE Enrollment

- 33.1% of students have been enrolled in dual credit courses.
- 42% of students have been enrolled in CTE courses.

School Board Roles in Embedding Educational Equity for Male Students of Color

In Illinois, like in many other states in the United States, education policy is primarily determined at the local level. School districts have significant autonomy in making decisions related to curriculum, budgeting, and other educational practices. Local school boards play a crucial role in shaping policies that impact the education of students within their districts.

1. Importance of Equity and Access in Strategic Plans:

Inclusion: A key aspect of equity is ensuring that all students, regardless of their background, have access to high-quality education.

Diversity: Acknowledging and valuing the diversity within the student population and ensuring that policies address the unique needs of different groups.

2. Access to Resources:

Financial Equity: Ensuring that resources are distributed fairly, addressing any disparities in funding among schools or districts.

Programmatic Equity: Providing equal access to extracurricular activities, advanced courses, and other educational opportunities.

3. Strategic Planning:

Long-Term Vision: Developing a strategic plan that outlines the district's long-term goals and priorities, including a commitment to equity and access.

Community Engagement: Involving the community in the strategic planning process to ensure that diverse perspectives are considered.

Examples:

- **Chicago Public Schools:**
 - **Equity Framework:** Chicago Public Schools has implemented an Equity Framework that aims to eliminate disparities in student outcomes by addressing issues related to race, socioeconomic status, and special education needs. This includes targeted initiatives to increase access to advanced courses and extracurricular activities for students of color.
- **Evanston/Skokie School District 65:**
 - **Strategic Plan:** District 65 has a strategic plan that includes a focus on equity and access. The plan outlines specific goals for closing achievement gaps among different student groups and ensuring that resources are distributed equitably among schools.

Targeted School District Initiatives to Support Male Students of Color

Waukegan Public School District 60, in alignment with its strategic plan equity goals, is currently working on an initiative focusing on providing access to educational resources, rigor, and wraparound supports to African American male students, their families, and educators. This data-based initiative aims to improve student outcomes and increase achievement for African American male students in elementary, middle, and high school, while also addressing recruitment, retention, and well-being for African American teachers, administrators, and staff. The initiative seeks to change policies and practices around diverse educator recruitment and retention, student discipline, access to academic rigor, and mentorship. The district has established a committee to oversee this effort, as well as proposed the creation of an Equity Data Dashboard to monitor the progress and impact of this initiative.

Summary of GEAC Meetings and Key Discussion Outcomes

The purpose of the Gender Equity Advisory Committee (GEAC) is to produce a report on or before December 15, 2023, pertaining to how the Illinois State Board of Education and districts serving predominantly low-income, African American, and Hispanic students can improve educational equity. The committee approached the objective with a structured model. Meetings commenced on August 25. Committee members agreed to continue to have one every other week through November 17. This would meet the requirements of Public Act 102-0863 (effective January 1, 2023). Each meeting was designated with a specific set of target objectives to be completed by the committee. These are outlined in the meeting schedule in the Appendix of this document. Planned activities subsequent to November 30 are considered internal to ISBE and must comply with PA 102-0863.

In addition, all meetings were recorded and were accompanied by meeting minutes, which were voted as approved by committee members during each subsequently facilitated meeting. The meeting recordings and minutes are available on the [ISBE Gender Equity Advisory Committee webpage](#). For the most part, the meetings were conducted virtually, though members were encouraged to participate at either the Springfield or Chicago ISBE Office for the October 20 and November 17 meetings.

August 25 meeting: Members gathered to review committee goals. The meeting and delivery schedule were voted on in order to set the pace for future meetings. State-mandated training requirements and deadlines were also provided to the members.

September 8 meeting: Members gathered to identify desired data for use in future meetings. Also, Brandon Ewing, school board president of Waukegan CUSD 60, participated as a guest speaker and a subject matter expert.

September 22 meeting: Members gathered to review data that had been collected. Additional data elements also were requested. In addition, Heather Lueken of the ISBE CTE Department, participated as a guest speaker and subject matter expert to provide an overview of the ISBE Career and College Pathway Endorsements program.

October 6 meeting: Members gathered to review data that had been collected. Also, Danielle Ryan from Project Lead the Way, a not-for-profit organization that develops STEM curriculum for elementary, middle, and high schools, participated as a guest speaker to provide a program overview. The committee also reviewed a draft report template and assigned members to update each section. The intent for future meetings is to move toward a finalized recommendations report. Access to edit the report was granted to the committee members on October 10.

October 20 meeting: Members gathered to review changes made to the draft report since sections for updates were assigned in the prior meeting. Focus was placed on the recommendations section. Supplemental details for recommendations from the Whole Child Task Force were also shared with the committee.

November 3 meeting: The scheduled meeting did not take place due to lack of quorum.

November 17 meeting: The committee agreed to schedule another meeting for November 30, 2023, to resume review and finalization of this report.

November 30 meeting: The committee gathered to discuss and approve the final draft of the report.

Additional Recommendations

Recommendation Number 1

Recommendation: <i>ISBE shall require school districts to provide an equity narrative to their community in the Equity Journey Continuum, which is within the Illinois Report Card.</i>
<p>Brief Explanation: The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and support. Through the lens of equity, the tool analyzes a continuum of district-level data points that has already collected and reported to ISBE to make that data more useful for improving outcomes for all students.</p> <p>ISBE developed the tool using national research and examples from other states and refined it via a pilot program with districts across Illinois. The equity elements included in the continuum are consistent statewide, measurable, and within each district’s control. These data points illustrate a district’s current progress in its equity journey — from Step 1 (large gaps) to Step 4 (minimal gaps) — in the three areas of ISBE’s Strategic Plan: student learning, learning conditions, and elevating educators.</p> <p>The Illinois Report Card publicly displays a very high-level view of the Equity Journey Continuum -- only the district’s status in each of the three broad categories of the continuum is shown. School districts themselves have access to the full spectrum of data and analysis through the Data Review and Verification Tool.</p> <p>The goal of the Equity Journey Continuum is to empower school communities to make informed decisions about their districts’ equity strengths, speak effectively about where to invest their equity efforts and resources, and develop creative strategies for moving forward in their unique equity journey.</p> <p>School districts are able to review their data in the Data Review and Verification Tool. Every district has the opportunity to include a narrative of its journey on the Report Card that may include equity actions, policies, and practices that may not be apparent in the rubric.</p>
Stakeholders of Importance: ISBE, districts serving predominantly African American, Hispanic/Latino, and other diverse students from marginalized communities.
Legislative Changes Needed: To be determined by stakeholders.
Budget Implications: No budget implications.
Additional Points of Consideration: None.

Recommendation Number 2

Recommendation: <i>Use the CTE Equity Survey's college visit data to improve district outcomes and leverage the data in the survey to engage districts.</i>
Brief Explanation: ISBE, ICCB, and IBHE should analyze the data collected on the CTE Equity Survey to develop resources for school districts that can be presented at state CTE conferences and at the district level. Targets for student awareness, enrollment, and postsecondary success should be set to ensure we are able to measure the impact of CTE programs for all students, specifically for male students from marginalized populations.
Stakeholders of Importance: ISBE, ICCB, IBHE, statewide Career and Technical Student Organizations (CTSOs).
Legislative Changes Needed: To be determined by stakeholders.
Budget Implications: To be determined by stakeholders.
Additional Points of Consideration: None.

Recommendation Number 3

Recommendation: <i>Enhance questions in the CTE Equity Survey.</i>
<u>Brief Explanation:</u> Ensure a question is added to see how many students want to go to college or want to pursue a specific career path. ISBE, ICCB, and IBHE shall add a question to the survey to measure the number of students who would prefer to attend college over a career or trade school. This question will ensure that the state keeps track of how school districts approach college and career awareness and provides access to resources to guide students chosen pathway. This should be tracked by race, gender, and socioeconomic status, and whether marginalized students, particularly male students of color, are being tracked into low-paying career tracks such as service and hospitality careers vs. careers in STEM fields and other high-paying CTE fields.
<u>Stakeholders of Importance:</u> ISBE; ICCB; IBHE; CTSOs and other statewide student organizations (such as the ISBE Student Advisory Council); and districts serving predominantly African American, Hispanic/Latino, and other diverse students from marginalized communities.
<u>Legislative Changes Needed:</u> To be determined by stakeholders.
<u>Budget Implications:</u> To be determined by stakeholders.
Additional Points of Consideration: None.

Recommendation Number 4

Recommendation: <i>Conduct the CTE Equity Survey annually over a period of three to five years to track trends and implement progress monitoring.</i>
Brief Explanation: ISBE, ICCB and IBHE, in collaboration with statewide CTSOs, should continue administering the CTE Equity Survey on an annual basis to collect three to five years of solid data to track student participation, retention, and completion of secondary and postsecondary CTE school programs. This data shall inform policymaking as well as the creation of resources for school districts to support academic achievement and successful CTE outcomes for male students of color.
Stakeholders of Importance: ISBE, ICCB, and statewide CTSOs.
Legislative Changes Needed: To be determined by stakeholders.
Budget Implications: To be determined by stakeholders.
Additional Points of Consideration: None.

Recommendation Number 5

<p>Recommendation: ISBE will work with the Illinois Association of School Boards, the Illinois Association of School Administrators, the Illinois Federation of Teachers, Illinois Education Association, and the Illinois Principals Association to collaborate on providing guidance and resources to school districts on how to intentionally embed equitable policies, programs, and practices in their district strategic plans that support all students, but specifically support and outline strategies that will positively impact the outcomes of male students of color.</p>
<p>Brief Explanation: ISBE will work in collaboration with statewide organizations that engage school system decision-makers, such as superintendents, principals, teacher leaders, and local school board members, to present model policies, programs, and practices that show evidence of improving and sustaining academic and postsecondary school success for male students of color from marginalized communities.</p>
<p>Stakeholders of Importance: School districts, teachers unions, statewide educational leadership associations.</p>
<p>Legislative Changes Needed: To be determined by stakeholders.</p>
<p>Budget Implications: To be determined by stakeholders.</p>
<p>Additional Points of Consideration: None.</p>

Recommendation Number 6

Recommendation:

Conduct a CTE Equity Survey of elementary schools annually over a period of three to five years to track trends and implement progress monitoring to develop a longitudinal study to further track progress from the elementary to secondary level. ISBE shall offer a pilot CTE program for districts and teachers serving predominantly low-income, minority students for three to five years.

Brief Explanation: ISBE will collaborate with informal learning institutions and districts serving predominantly low-income, African American, and Hispanic students to begin STEM career exploration at the elementary level. This data shall inform policymaking as well as the creation of resources for school districts to support academic achievement and successful CTE outcomes for male students of color.

ISBE will collaborate with select informal STEM learning institutions to manage and oversee the implementation of an early intervention CTE program for underrepresented racial and ethnic minority students in Grades 3-8. The program will be designed to increase underrepresented minority students' exposure to and interest in STEM subjects and careers and include the following components: teacher training and professional development, two field trips to museums, student transportation, provision of lunch, instructional materials, CTE Elementary Equity Survey, data tracking and collection, pre- and post-program assessment data, and a competitive selection process.

Stakeholders of Importance: ISBE; teachers, schools, and districts serving predominantly low-income, African American, and Hispanic students; and informal STEM learning institutions.

Legislative Changes Needed: To be determined by stakeholders.

Budget Implications: To be determined by stakeholders.

Additional Points of Consideration: Science museums are student-centered learning environments that offer a broad range of interactive science and technology exhibits, activities, and education programs designed to promote science literacy, engage students in inquiry learning, and foster interest in STEM subjects and careers. Many teachers conduct museum field trips with their classrooms every year, but few of them utilize museum field trips to improve classroom instruction and foster students' interest in STEM subjects and careers (Ramey-Gassert, 1997; Hofstein & Rosenfeld, 1996; Wellington, 1990). Moreover, research suggests that informal learning institutions may be used as a strategy to improve teaching instruction, narrow the achievement gap, increase STEM degree attainment, and increase the number of African and Hispanics employed in STEM jobs (Ward, 2020).

Recommendation Number 7

<i>Recommendation:</i> ISBE CTE data that addresses the intersection of gender and race in CTE program enrollment, retention, and outcomes should be available.
<u>Brief Explanation:</u> ISBE currently provides data related to enrollment, retention, and outcomes in CTE programs broken down by race and gender, but data that demonstrates outcomes by race and gender of students combined (e.g., enrollment in CTE programs by Black males, completion of CTE programs by Latino females) is currently unavailable.
<u>Stakeholders of Importance:</u> ISBE CTE and Innovation Department and Data Strategies and Analytics Department.
<u>Legislative Changes Needed:</u> To be determined by stakeholders.
<u>Budget Implications:</u> To be determined by stakeholders.
Additional Points of Consideration: None.

Recommendation Number 8

<p>Recommendation: Immediate action is crucial to address the significant disparities in Career and Technical Education funding in Illinois, particularly for students of color. A comprehensive approach involving legislative changes, increased budget allocation, and stakeholder engagement is necessary to rectify the current situation.</p>
<p><u>Brief Explanation:</u> This research underscores the pressing need for heightened investment in CTE in Illinois, given the concerning disparities compared to neighboring states. The decline in funding, disproportionate budget allocations, and a lack of adaptability in CTE programs demand urgent attention and corrective action.</p>
<p><u>Stakeholders of Importance:</u> Stakeholders, including educators, community leaders, and policymakers, are pivotal in driving effective change. Collaborative efforts and engagement with these key players are essential to address the identified funding disparities in CTE.</p>
<p><u>Legislative Changes Needed:</u> Legislative reforms are imperative to rectify CTE funding disparities. The implementation of a formula-driven approach to increase the overall budget allocation and the prioritization of Area Career Center expansion require immediate legislative support.</p>
<p><u>Budget Implications:</u> Increased investment in CTE is necessary for equitable resource distribution. Advocating for regular and meaningful funding increases, alongside a balanced approach to assessment practices, is crucial for holistic student development.</p>
<p>Additional Points of Consideration: None.</p>

Recommendation Number 9

<p>Recommendation: Prioritize and invest in comprehensive data tracking systems to monitor outcomes after high school, with a focus on both college and career pathways to ensure robust data security, standardization, and collaboration among educational institutions, workforce agencies, and policymakers.</p>
<p><u>Brief Explanation:</u> Effectively tracking outcomes after high school to inform education policy and workforce development is critically important. Proposed approaches include leveraging national databases, state-level initiatives, longitudinal studies, and data integration to emphasize the need for data security, accuracy, standardization, and inclusion of career outcomes.</p>
<p><u>Stakeholders of Importance:</u> Key stakeholders include educational institutions, policymakers, workforce agencies, researchers, and students. Collaboration among these entities is crucial for the successful implementation of comprehensive data tracking systems.</p>
<p><u>Legislative Changes Needed:</u> Legislation should be enacted to establish national standards for data collection and reporting, ensuring consistency and comparability. Additionally, regulations should address data privacy concerns while facilitating interagency collaboration and cross-state data sharing.</p>
<p><u>Budget Implications:</u> Investment is needed to enhance data security protocols, develop and promote national standards, and facilitate collaboration. It is crucial to allocate funds for the expansion of data reporting to include career outcomes and make longitudinal data accessible for research and policy development.</p>
<p>Additional Points of Consideration: None.</p>

Recommendation Number 10

<p>Recommendation: Integrate Career and Technical Education programs into teacher training curricula and enhance incentives for non-educational professionals to pursue teaching roles, exemplified by the Alternative Licensure Pathway in Illinois.</p>
<p><u>Brief Explanation:</u> Merging CTE into teacher training would enable educators to gain practical experience, fostering improved student engagement and relevance. Simultaneously, incentivizing non-educational professionals through pathways like alternative licensure in Illinois acknowledges their expertise and diversifies perspectives in classrooms.</p>
<p><u>Stakeholders of Importance:</u> Stakeholders include educational institutions, CTE programs, non-educational professionals, and policymakers involved in teacher training and licensure.</p>
<p><u>Legislative Changes Needed:</u> Legislation should encourage the integration of CTE components into teacher training programs and support the development and expansion of the Alternative Licensure Pathway.</p>
<p><u>Budget Implications:</u> Budget allocations are required for the development and maintenance of integrated CTE teacher training, professional development for non-educational professionals, and promotional efforts for the Alternative Licensure Pathway.</p>
<p>Additional Points of Consideration: Consideration should be given to addressing credentialing challenges, maintaining a balance between CTE and academic requirements, and ensuring effective pedagogical training for professionals transitioning to teaching. Collaborative efforts between CTE programs and teacher training institutions are crucial, and outreach initiatives should be implemented to inform professionals about the benefits of the Alternative Licensure Pathway. As these innovative solutions take root, they contribute to a more dynamic and diverse teaching profession that will be better aligned with the evolving needs of education and society.</p>

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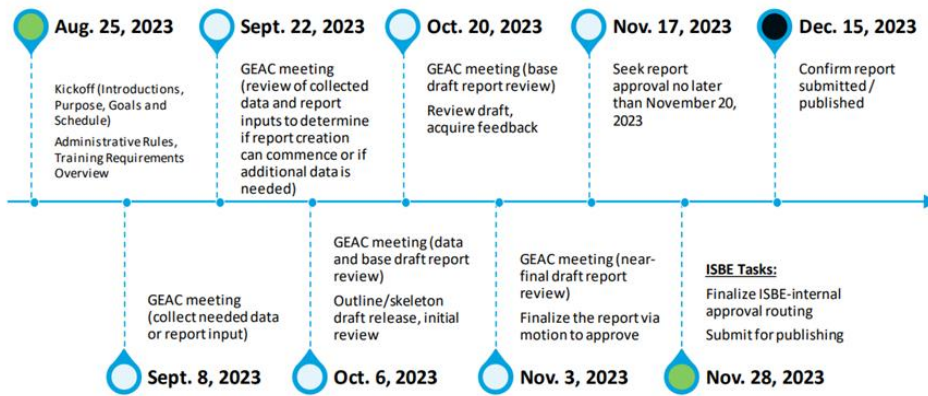
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Appendix

Committee meeting schedule

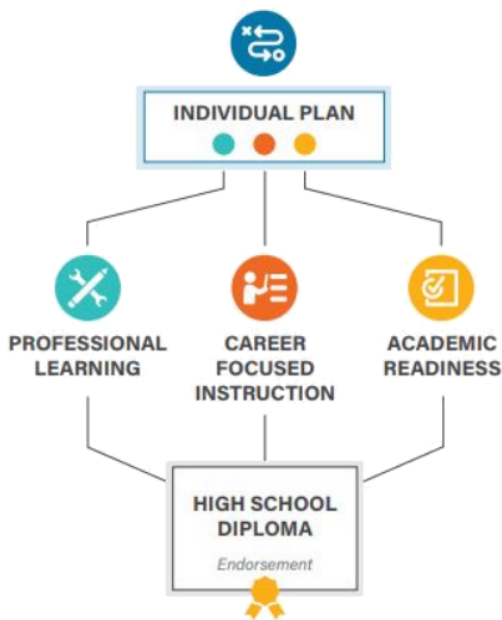
Figure 1 – GEAC Meeting Schedule



Data shared with the committee during September 22, 2023, meeting

College and Career Pathway Endorsements website:

<https://www.isbe.net/pathwayendorsements>



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.

College and Career Pathway Endorsements Data:

State Level	Total			Hispanic	American Indian		Asian		Black	Native Hawaiian		White		2 or More			
		Female	Male														
All Endorsements	1072	695	377	187	4	164	23	6	660	28	17.44%	0.37%	0.1529%	2.15%	0.56%	61.57%	2.61%
A&C	11	4	7	4	0	0	0	0	0	0	36.36%	0.00%	0.00%	0.00%	0.00%	63.64%	0.00%
AFNR	6	3	3	1	0	0	0	0	0	0	16.67%	0.00%	0.00%	0.00%	0.00%	83.33%	0.00%
FBS	206	66	140	26	1	24	6	1	141	7	12.62%	0.49%	11.65%	2.91%	0.49%	68.45%	3.40%
HPS	399	340	59	77	0	44	2	1	267	8	19.30%	0.00%	11.03%	0.50%	0.25%	66.92%	2.01%
HST	303	262	41	59	2	70	11	2	151	8	13.53%	0.66%	23.10%	3.63%	0.66%	49.83%	2.64%
IT	61	9	52	5	0	18	0	0	37	1	8.20%	0.00%	29.51%	0.00%	0.00%	60.66%	1.64%
METT	84	9	75	15	1	8	2	2	52	4	17.86%	1.19%	9.52%	2.38%	2.38%	61.90%	4.76%
Multidisciplinary	2	2	0	0	0	0	0	2	0	0	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%

College and Career Pathway Endorsements Map:



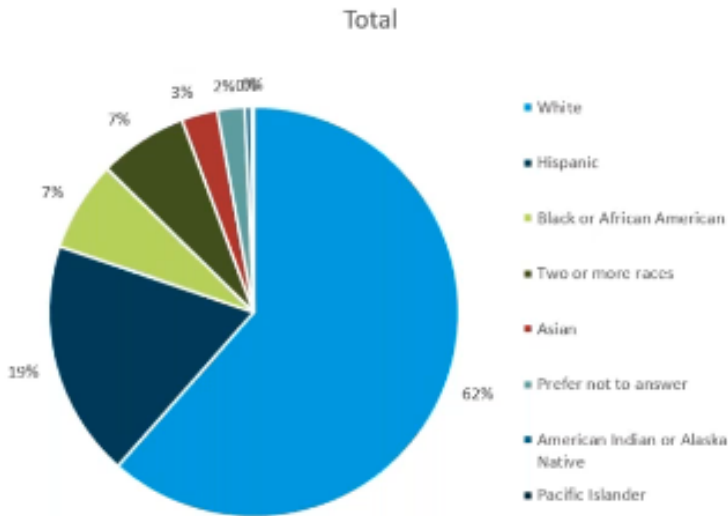
Plans to implement



Issued Endorsement in SY23

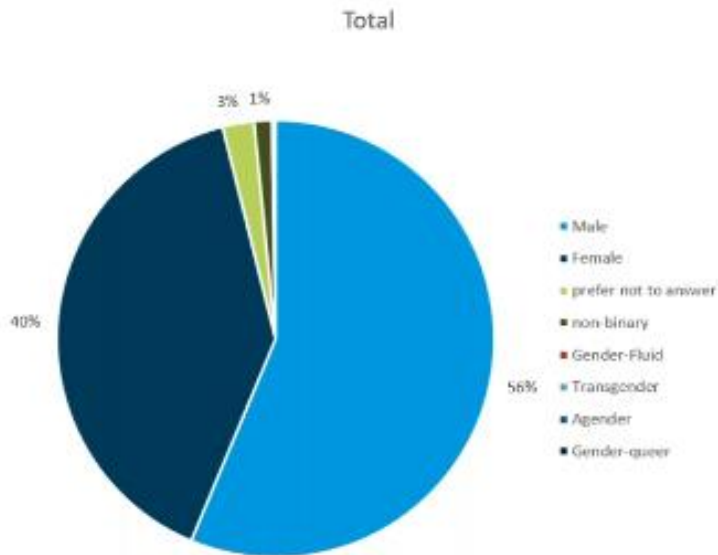
CTE Equity Survey Results:

Survey Participants by Race



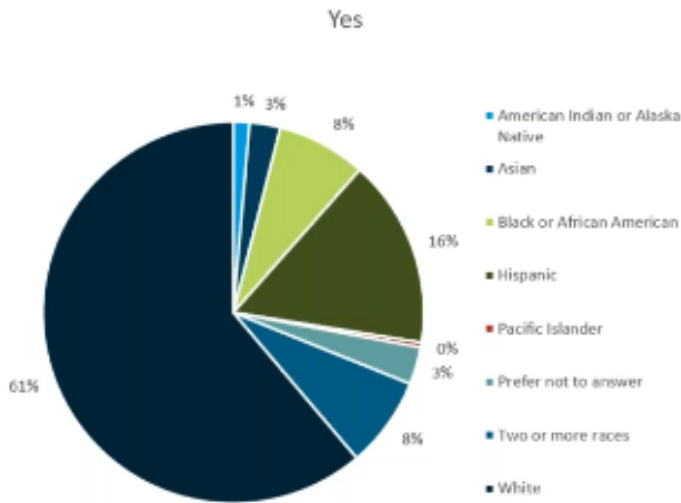
What race/ethnicity are you?	Count
White	4542
Hispanic	1378
Black or African American	526
Two or more races	515
Asian	210
Prefer not to answer	160
American Indian or Alaska Native	37
Pacific Islander	14
Grand Total	7382

Survey Participants by Gender



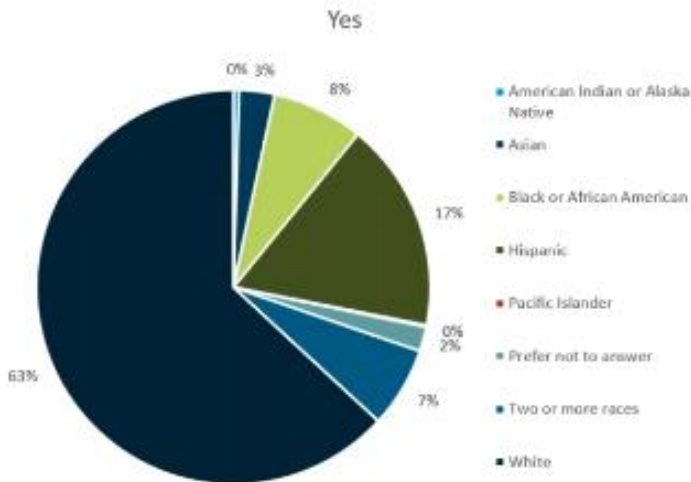
What is the gender to which you identify?	Count
Male	4157
Female	2937
prefer not to answer	172
non-binary	96
Gender-Fluid	14
Transgender	3
Agender	2
Gender-queer	1
Grand Total	7382

Do you participate in special education programs or interventions?



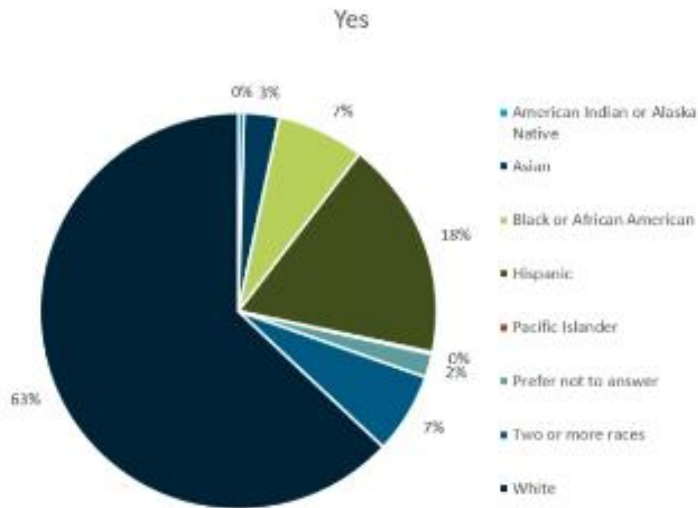
Ethnicity	Yes	No	Grand Total
American Indian or Alaska Native		10	27
Asian		191	210
Black or African American	55	471	526
Hispanic	116	1262	1378
Pacific Islander	3	11	14
Prefer not to answer	23	137	160
Two or more races	56	459	515
White	445	4097	4542
Grand Total	727	6655	7382

Has your high school counselor discussed college and career opportunities with you?



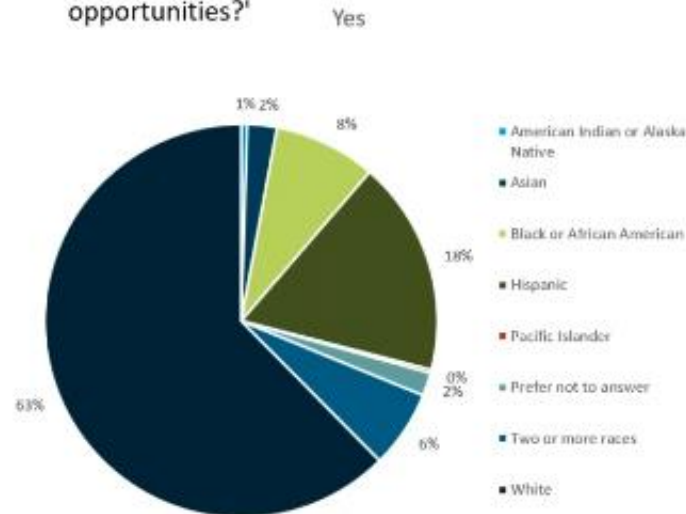
Ethnicity	Yes	No	Grand Total
American Indian or Alaska Native		25	12
Asian		155	55
Black or African American	402	124	526
Hispanic	918	460	1378
Pacific Islander	8	6	14
Prefer not to answer	107	53	160
Two or more races	353	162	515
White	3373	1169	4542
Grand Total	5341	2041	7382

Have any visitors discussed college and career opportunities with you at your high school?



Ethnicity	Yes	No	Grand Total
American Indian or Alaska Native	25	12	37
Asian	149	61	210
Black or African American	372	154	526
Hispanic	935	443	1378
Pacific Islander	8	6	14
Prefer not to answer	100	60	160
Two or more races	345	170	515
White	3294	8	4542
Grand Total	5228	4	7382

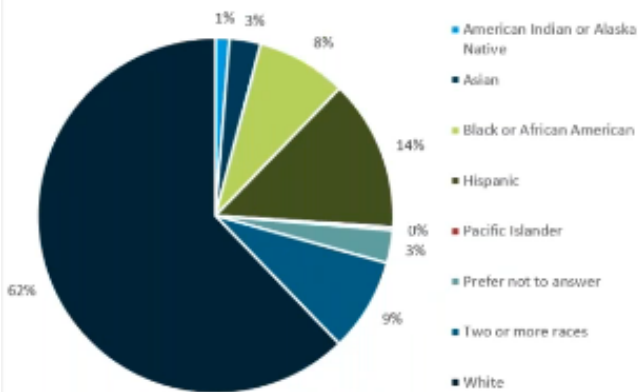
Have you visited your local community college to learn about college and career opportunities?¹



Ethnicity	Yes	No	Grand Total
American Indian or Alaska Native	11	26	37
Asian	52	158	210
Black or African American	181	345	526
Hispanic	379	999	1378
Pacific Islander	6	8	14
Prefer not to answer	41	119	160
Two or more races	137	378	515
White	1342	0	4542
Grand Total	2149	3	7382

Are there barriers that keep you from participating in dual credit courses at your school?

Respondents that replied "Yes"



Ethnicity	Yes	No	Grand Total
American Indian or Alaska Native	9	28	37
Asian	20	190	210
Black or African American	58	468	526
Hispanic	97	1281	1378
Pacific Islander	2	12	14
Prefer not to answer	21	139	160
Two or more races	60	455	515
White	440	4102	4542
Grand Total	707	6675	7382

Reference links were also supplied for the following:

- CTE comparisons by state
- Work and labor data

Reference links were supplied for the following:

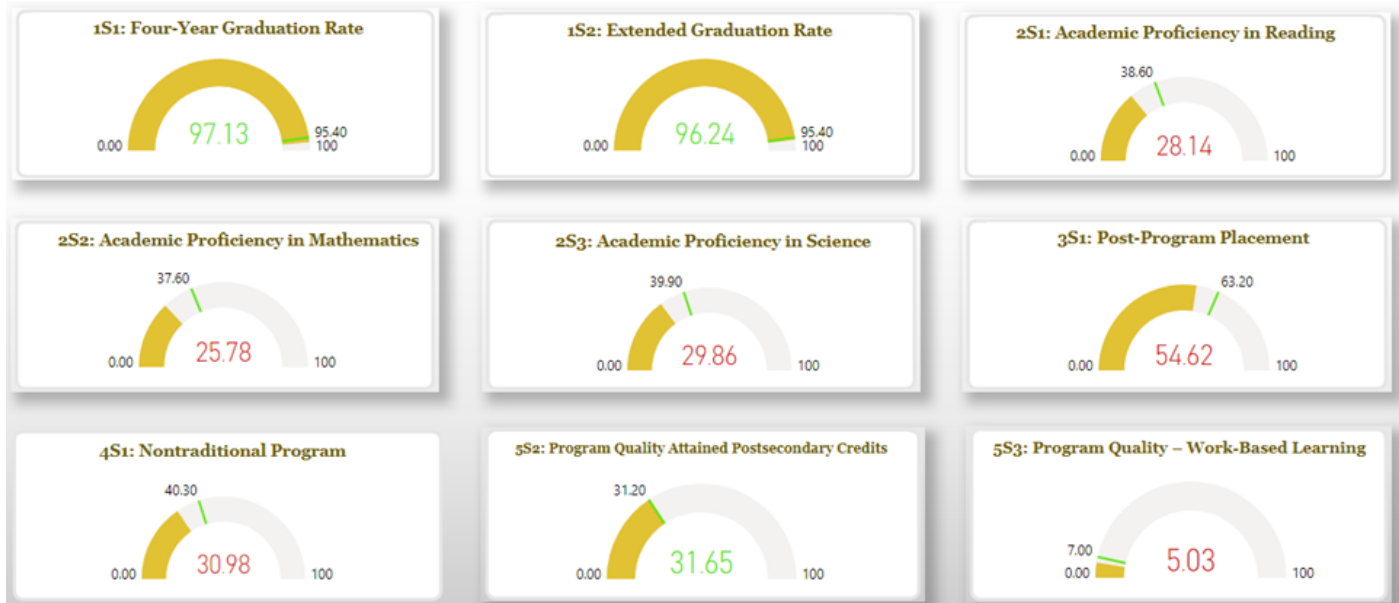
- Data
 - Perkins Measures FY21
 - Perkins Measures FY22
- Reports
 - FY22 Career and Technical Education Annual Report
 - FY21 Career and Technical Education Annual Report
 - FY20 Career and Technical Education Annual Report

Perkins Measures:

<p>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 of 1965).</p>	<p>1S2: Extended Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school).</p>	<p>2S1: Academic Proficiency in Reading: 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 as described in Section 1111(b)(2) of such Act.</p>
<p>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 as described in Section 1111(b)(2) of such Act.</p>	<p>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 as described in Section 1111(b)(2) of such Act.</p>	<p>3S1: Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary 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. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed (these data are not yet available)</p>
<p>4S1: Nontraditional Program: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.</p>	<p>5S2: Program Quality – Attained Post secondary Credits: The percentage of CTE concentrators graduating from high school having attained post secondary 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.</p>	<p>5S3: Program Quality – Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p>

Statewide Performance on Perkins Indicators:

Statewide Performance on Perkins Measures on SY22



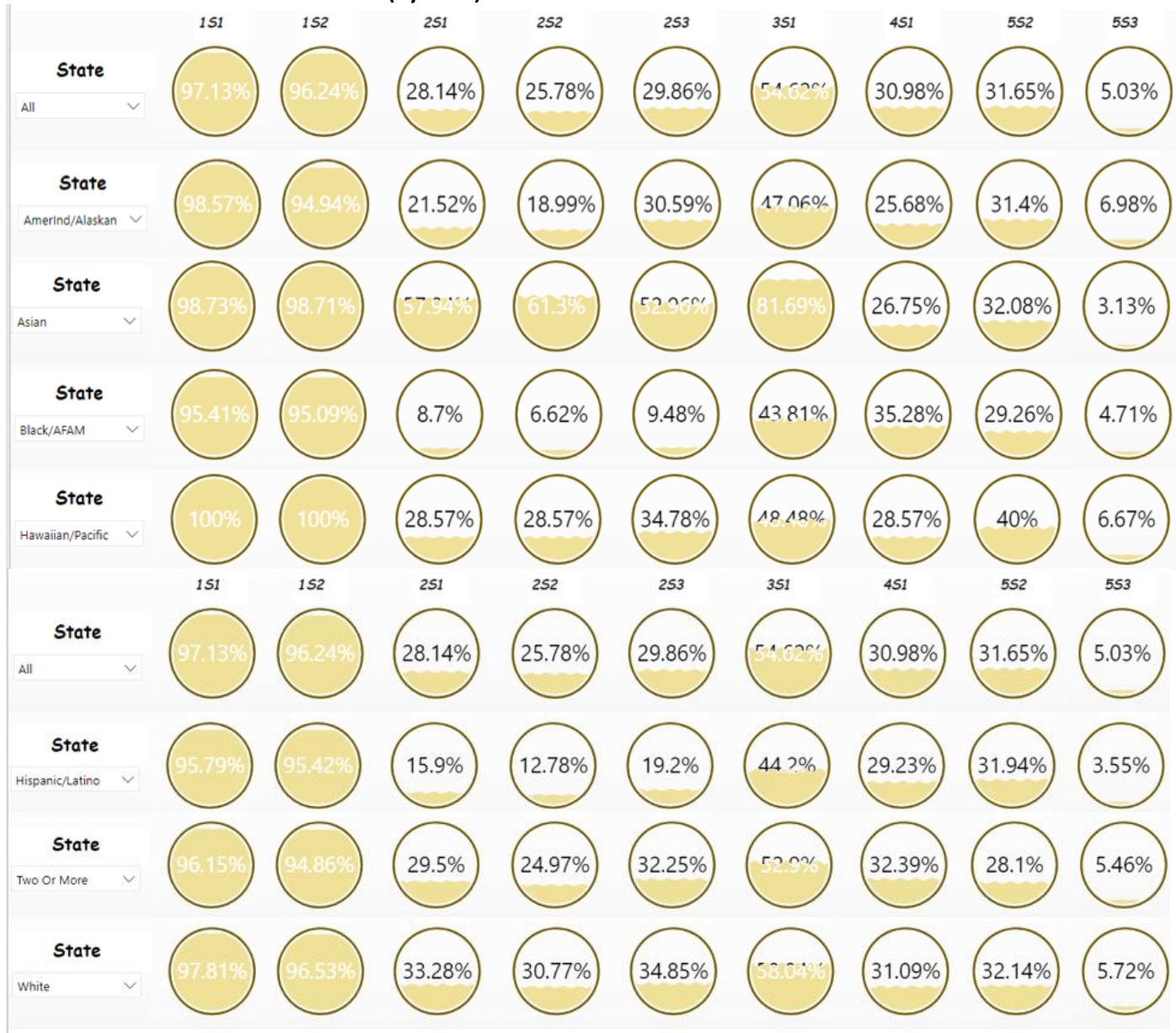
Perkins Performance Indicators Data:

Data was confirmed as available at the following levels:

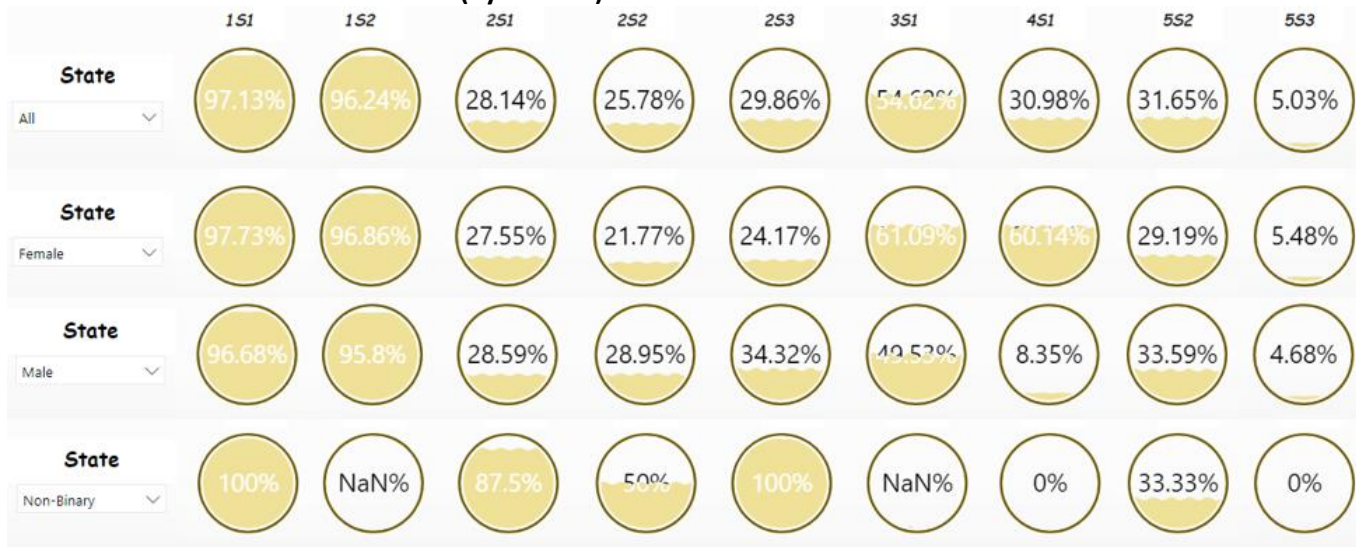
- State
- District
- Educator for Employment (EFE) Systems
- School

Additionally, filtering on each of these levels by the Perkins Special Populations may be performed. The data also allowed for the ability to perform comparisons of schools, districts, EFE, and state-level data by student demographics.

Perkins Performance Indicators Data (by Race):



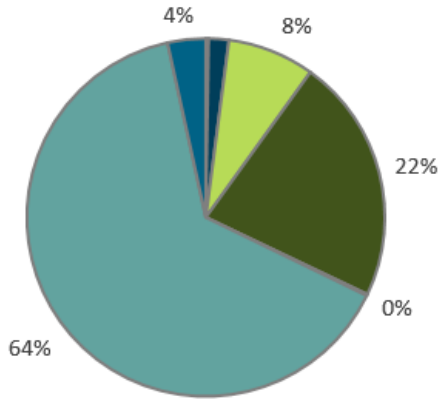
Perkins Performance Indicators Data (by Gender):



CTE Career Centers Enrollment:

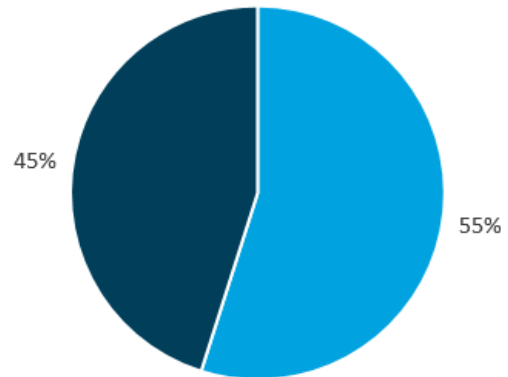
Serving School	FY 2019	FY 2020	FY 2021	FY 2022
Bloomington Area Career Center	596	691	587	628
Capital Area Career Center	656	647	230	903
Career Center of Southern IL	146	177	147	199
Collinsville Area Career Ctr	254	303	295	402
Five County Reg Voc Center	46	56	29	26
Fox Valley Career Center	505	407	398	442
Galesburg Area Voc Ctr	151	157	89	220
Grundy Area Vocational Center	646	699	669	680
Heartland Technical Academy	381	501	191	438
Indian Valley Area Voc Ctr	497	460	488	516
Jo Daviess Carroll CTE Academy	159	146	138	146
Kankakee Area Career Center	750	686	653	730
KEC Area Voc Center	372	355	17	389
La Salle-Peru Area Career Ctr	293	346	291	312
Lake Co High Schools Tech Campus	1583	1706	1567	1510
Lincolnland Technical Ed Ctr	219	218	160	232
Livingston Area Career Cntr	280	278	300	324
Mt Vernon Area Voc Center	282	258	157	274
Okaw Area Vocational Center	255	220	198	197
Quincy Area Voc Ctr	372	374	356	518
Technology Center of DuPage	931	973	865	945
United Twp Area Career Ctr	374	342	280	418
Whiteside Area Career	567	648	419	617
Wilco Area Career Center	1073	1264	1186	1241
Litchfield Area Career Center	0	0	0	226
Total (All Career Centers)	11388	11912	9710	12533

2021 Career Center Enrollment by Race



- American Indian/AKNative
- Asian
- Black/ African American
- Hispanic/ Latino
- Native Hawaiian/ Pacific Islander
- White
- Two or More Races

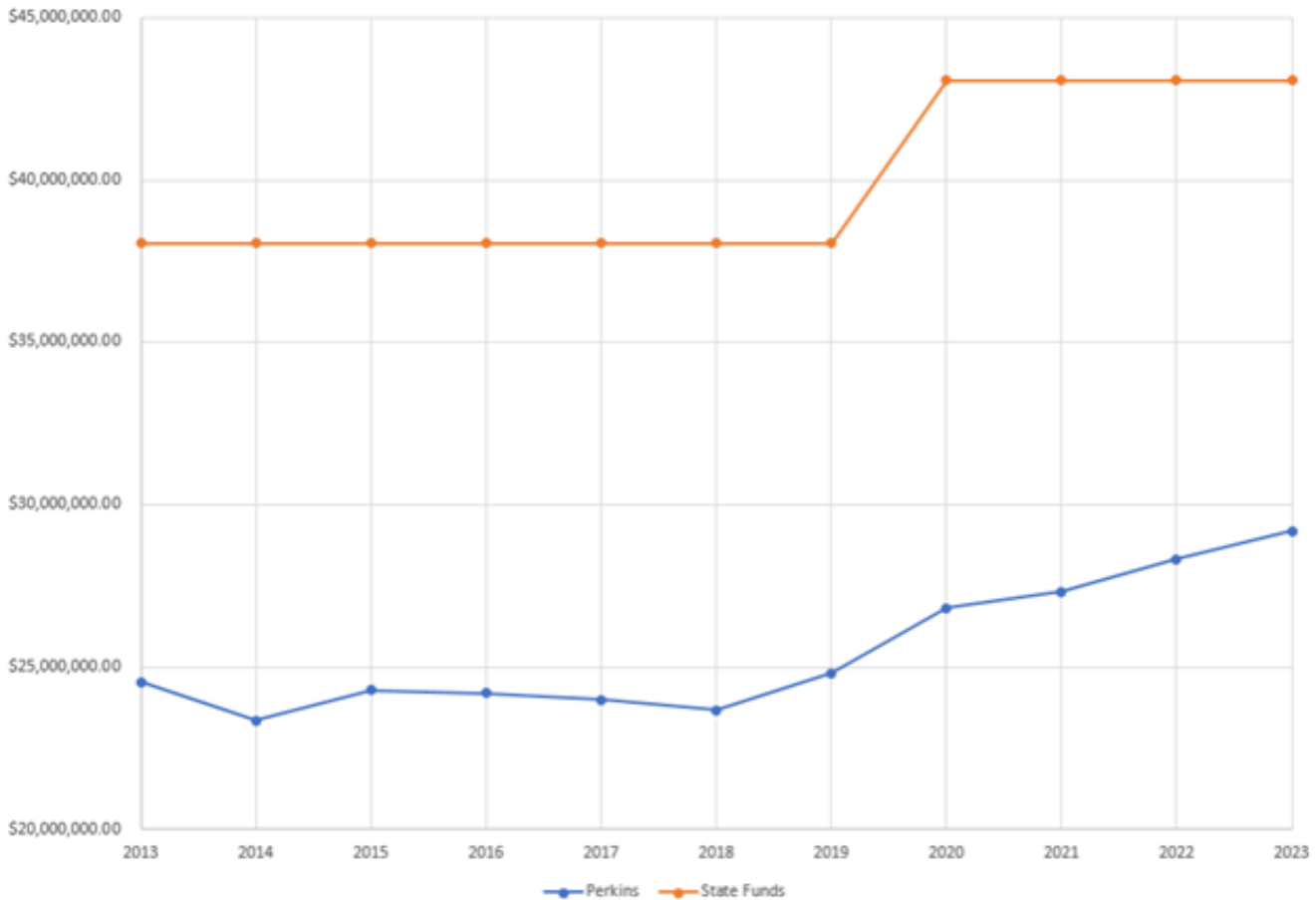
2021 Career Center Enrollment by Gender



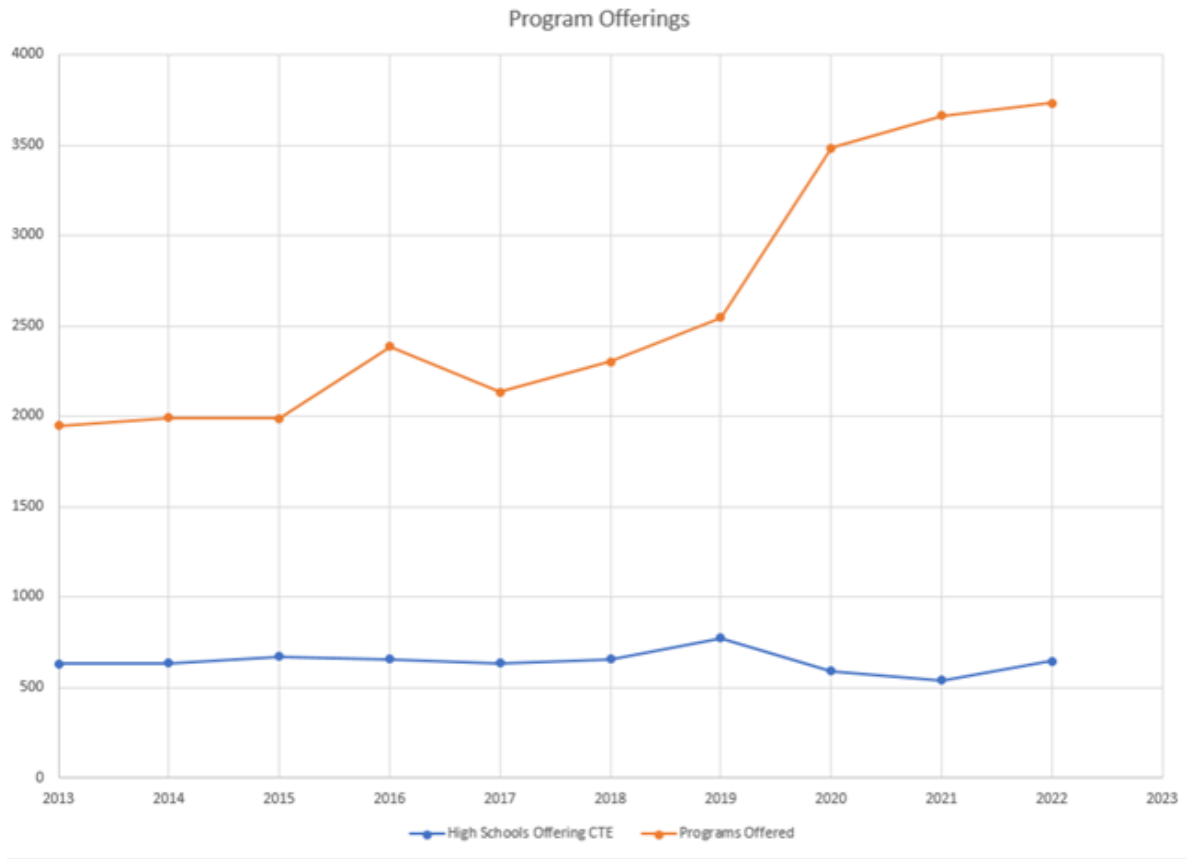
- Male
- Female

Illinois CTE Funding History:

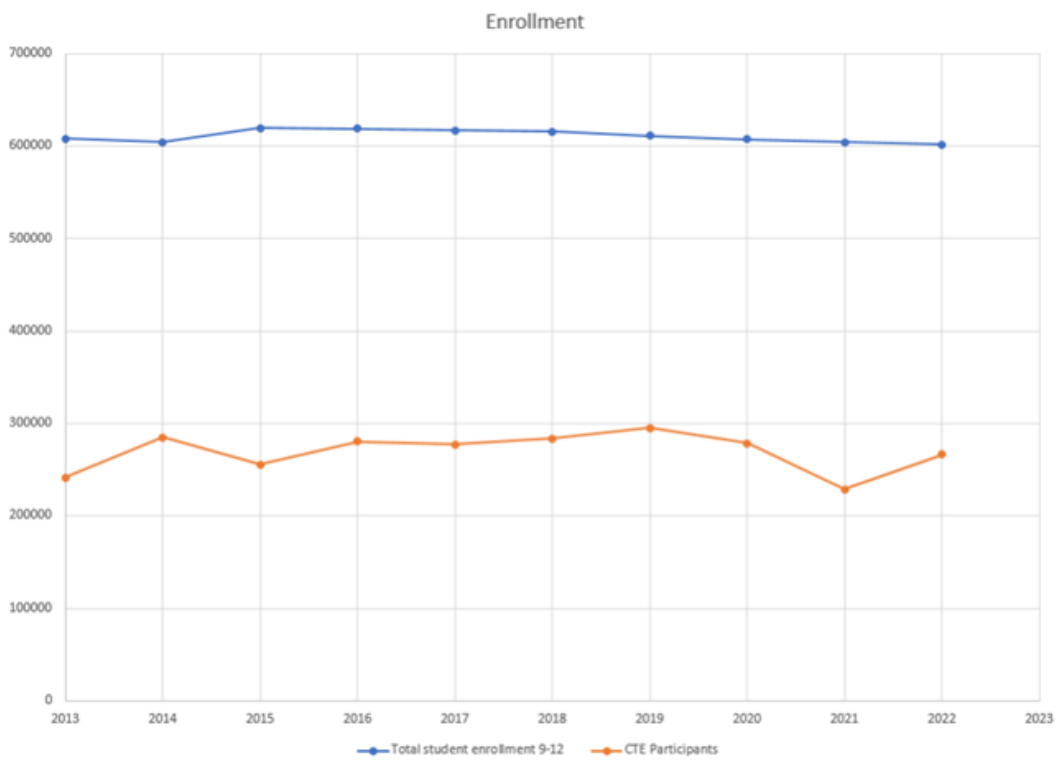
Federal and State Funding



Illinois High Schools and Programs:



Illinois CTE Participation and Enrollment:



CTE Comparisons by State:

State	FY24 State CTE Spending	FY23 State CTE Spending	FY22 State CTE Spending
Indiana	204,766,003	179,211,060	-
Kentucky	121,308,500	120,808,600	108,215,300
Missouri	29,176,721	28,587,857	28,976,540
Ohio	\$322,639,000	\$70,631,087	\$58,444,198

COUNTS OF DISTRICTS THAT FILLED OUT THE NARRATIVE ON THE EQUITY JOURNEY CONTINUUM

**Districts with EJC Narratives
as of September 9/26/23**

RCDTCODE	SchoolYearId	DistrictName			
34049120013	20212022	Mundelein Cons HSD 120			
31045046022	20212022	SD U-46			
30002005026	20212022	Egyptian CUSD 5			
5016059004	20212022	Comm Cons SD 59			
47098002026	20212022	River Bend CUSD 2			
30039165016	20212022	Carbondale CHSD 165			
47052170022	20212022	Dixon USD 170			
9010116022	20212022	Urbana SD 116			
30039130004	20212022	Giant City CCSD 130			
47098013002	20212022	Rock Falls ESD 13			
5016036002	20212022	Winnetka SD 36			
49081200026	20212022	Sherrard CUSD 200			
44063158022	20212022	Huntley Community School District 158			
32038009026	20212022	Iroquois County CUSD 9			
5016027002	20212022	Northbrook ESD 27			
5016035002	20212022	Glencoe SD 35			
24047115026	20212022	Yorkville CUSD 115			
47071220026	20212022	Oregon CUSD 220			
5016026002	20212022	River Trails SD 26			
30039140004	20212022	Unity Point CCSD 140			
44063047004	20212022	Crystal Lake CCSD 47			
34049096004	20212022	Kildeer Countryside CCSD 96			
16019429026	20212022	Hinckley Big Rock CUSD 429			

5016015004	20212022	Palatine CCSD 15			
56099086005	20212022	Joliet PSD 86			
19022058002	20212022	Downers Grove GSD 58			
17064087025	20212022	Bloomington SD 87			
44063156016	20212022	McHenry CHSD 156			
5016203017	20212022	New Trier Twp HSD 203			
48072150025	20212022	Peoria SD 150			
6016212016	20212022	Leyden CHSD 212			
44063036002	20212022	Harrison SD 36			
34049118026	20212022	Wauconda CUSD 118			
7016230013	20212022	Cons HSD 230			
5016031002	20212022	West Northfield SD 31			
34049187026	20212022	North Chicago SD 187			
19022089004	20212022	CCSD 89			
50082203017	20212022	O Fallon Twp HSD 203			
34049112002	20212022	North Shore SD 112			
17064005026	20212022	McLean County USD 5			
53090098002	20212022	Rankin CSD 98			
7016109002	20212022	Indian Springs SD 109			
47098145004	20212022	Montmorency CCSD 145			
6016091002	20212022	Forest Park SD 91			
5016064004	20212022	Park Ridge CCSD 64			
5016225017	20212022	Glenbrook HSD 225			

31045129022	20212022	Aurora West USD 129			
6016234016	20212022	Ridgewood CHSD 234			
19022007002	20212022	Wood Dale SD 7			
15016299025	20212022	City of Chicago SD 299			
49081040022	20212022	Moline-Coal Valley CUSD 40			
35050185004	20212022	Waltham CCSD 185			
6016094002	20212022	Komarek SD 94			
19022034002	20212022	Winfield SD 34			
8089145022	20212022	Freeport SD 145			
50082019026	20212022	Mascoutah CUD 19			
19022200026	20212022	CUSD 200			
32038004026	20212022	Central CUSD 4			
6016096002	20212022	Riverside SD 96			
19022041002	20212022	Glen Ellyn SD 41			
21100002026	20212022	Marion CUSD 2			
5016039002	20212022	Wilmette SD 39			
6016089002	20212022	Maywood-Melrose Park-Broadview 89			
30039095002	20212022	Carbondale ESD 95			
34049073004	20212022	Hawthorn CCSD 73			
19022204026	20212022	Indian Prairie CUSD 204			
47071222026	20212022	Polo CUSD 222			
34049041004	20212022	Lake Villa CCSD 41			
35050150002	20212022	Marseilles ESD 150			
34049075002	20212022	Mundelein ESD 75			
19022062002	20212022	Gower SD 62			
7016163002	20212022	Park Forest SD 163			
5016025002	20212022	Arlington Heights SD 25			

16019428026	20212022	DeKalb CUSD 428			
5016073502	20212022	Skokie SD 73-5			
44063155016	20212022	CHSD 155			
19022002002	20212022	Bensenville SD 2			
35078535026	20212022	Putnam County CUSD 535			
5016023002	20212022	Prospect Heights SD 23			
34049079002	20212022	Fremont SD 79			
5016211017	20212022	Township HSD 211			
34049102004	20212022	Aptakisic-Tripp CCSD 102			
34049128016	20212022	CHSD 128			
31045300026	20212022	CUSD 300			
19022100016	20212022	Fenton CHSD 100			
5016030002	20212022	Northbrook/Glenview SD 30			
19022048002	20212022	Salt Creek SD 48			
6016204017	20212022	Lyons Twp HSD 204			
39055011026	20212022	Warrensburg-Latham CUSD 11			
19022088016	20212022	DuPage HSD 88			
7016128002	20212022	Palos Heights SD 128			
32046302016	20212022	St Anne CHSD 302			
6016090002	20212022	River Forest SD 90			

34049113017	20212022	Twp HSD 113			
34049220026	20212022	Barrington CUSD 220			
5016072002	20212022	Fairview SD 72			
49081041025	20212022	Rock Island SD 41			
56099365U26	20212022	Valley View CUSD 365U			
24047308026	20212022	CUSD 308			
5016063002	20212022	East Maine SD 63			
34049050004	20212022	Woodland CCSD 50			
56099157C04	20212022	Frankfort CCSD 157C			
56099202022	20212022	Plainfield SD 202			
41057010026	20212022	Collinsville CUSD 10			
34049046004	20212022	Grayslake CCSD 46			
34049070002	20212022	Libertyville SD 70			
51084186025	20212022	Springfield SD 186			
6016105002	20212022	La Grange SD 105 South			
56099201U26	20212022	Crete Monee CUSD 201U			
7016217016	20212022	Argo CHSD 217			
6016086002	20212022	Union Ridge SD 86			
7016125002	20212022	Atwood Heights SD 125			
19022033002	20212022	West Chicago ESD 33			
5016219017	20212022	Niles Twp HSD 219			
21028047004	20212022	Benton CCSD 47			
6016088002	20222023	Bellwood SD 88			
34049041004	20222023	Lake Villa CCSD 41			

Report Card View

SAMPLE SD 1 Equity Journey Continuum

SAMPLE SD 1 Custom Report Card Builder

Equity Journey Continuum

DISTRICT EQUITY NARRATIVE

This is an example of the Equity Journey Continuum narrative that was entered in the Principal Entry Form, and where it will be displayed within Educator Preview. This will be the same location this will also be displayed on the Illinois Report Card.

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING	Progress indicator			
LEARNING CONDITIONS		Progress indicator		
ELEVATING EDUCATORS			Progress indicator	