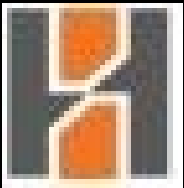


CTE

Past, Present, and Future



History

- In early 90's, Harlem High School established “Academies” at the Hoffman Campus (H9) in the areas of business, information technology, and health sciences.
- Harlem has had career pathways since before the “Academies” were established.
- All schools in Illinois receive federal and state funding based on career and technical education (CTE) enrollment.
- Eventually participation in the academies decreased because students wanted to attend school with their friends, and the pathways continued at Harlem High School.

Current



What makes up the academic portion of a pathway?

- Two years of secondary coursework within an approved pathway.
 - At least one semester of an introductory course
 - At least one semester of a skills course
 - Orientation courses do not count towards the two years
- Other considerations
 - Orientation courses that span multiple pathways.
 - Educator credentials
 - Courses that provide an opportunity to offer dual credit for the purpose of a College and Career Pathway Endorsement.
 - Industry needs - Local, State, National Labor Statistics

Entities involved in creating pathways at the state level:

State Boards



**Illinois Workforce
Innovation Board**



**GOVERNOR'S CABINET ON
CHILDREN AND YOUTH**

State Agencies



**Illinois
Department of Commerce
& Economic Opportunity**



**Illinois
State Board of
Education**



**OFFICE OF THE
GOVERNOR**

External Partners



Current Pathways

College & Career Pathway Endorsement Areas

1. **Agriculture, Food, and Natural Resources (AFNR)**

- i. *Environmental Science (Working towards)*

2. **Arts & Communication (A&C)**

- i. **Graphic Communications**
- ii. *Journalism (working towards)*
- iii. **Mass Communications**

3. **Finance & Business Services (FBS)**

- i. **Business Management**
- ii. **Business Professionals**
- iii. **Finance: Accounting**
- iv. **Marketing**

4. **Health Science & Technology (HST)**

- i. **Athletic Training**
- ii. **Certified Nursing Assistant (CNA)***
- iii. **Emergency Medical Technician (EMT)***
- iv. **Health Sciences**

5. **Human & Public Services (HPS)**

- i. **Education**
- ii. **Hospitality: Food & Beverage**
- iii. **Cosmetology***

6. **Information Technology (IT)**

- i. **Computer Networking**
- ii. **Web Design & Development**

7. **Manufacturing, Engineering, Technology, and Trades (METT)**

- i. **Automotive Technician**
- ii. **Construction**
- iii. **Engineering**
- iv. **Manufacturing/Machinist**
- v. **Welding**

How do Students Choose their Pathway?

- Exposure to students at a young age is essential to inform students of the possibilities.
 - Guest speakers at the elementary schools and middle school.
 - Field trips
 - Classroom activities
- Course sequencing at the middle school
 - Middle School Foundation - 6th Grade
 - Career Exploration - 7th Grade
 - High School Foundations - 8th Grade
 - The Wheel - Quarter long exploration course in each of the endorsement areas.
 - Integration of experiences into other courses.

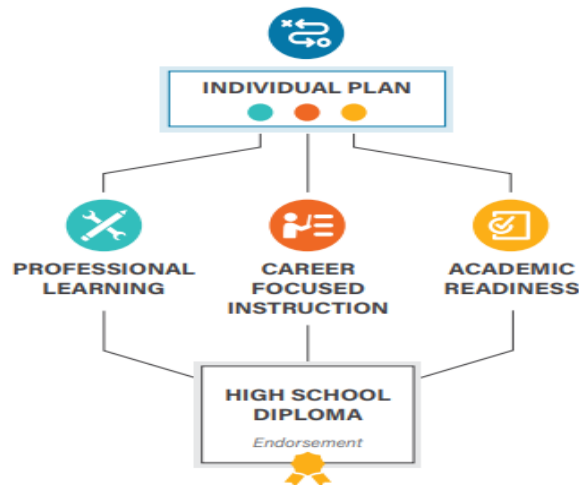
Pathway Participation Statistics

Endorsement	Number of Students in Pathway
Agriculture Food & Natural Resources	Env Science - 35
Arts & Communication	Mass Comm - 40 Graphic Comm - 18 Visual Arts - 84
Finance & Business Services	Marketing - 14 Finance - 20 Business Professionals - 15
Health Sciences & Technology	Athletic Training - 75 Health Sciences - 222
Human & Public Services	Education - 121 Cosmo - 68 Hospitality - 111 Mental Health - 103
Information Technology	Computer Networking - 58
Manufacturing, Engineering, Technology & Trades	Automotive - 117 Construction - 57 Engineering - 116 Manufacturing - 11 Welding - 128

What is a College and Career Pathway Endorsement



College and Career Pathway Endorsement Framework



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

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

↑
Through these experiences, a student gains essential employability and technical competencies in their identified sector.
↓

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.

9th	10th	11th	12th
Orientation / Introduction			
		Skill Development	
		Capstone / Advanced Courses	

ACADEMIC READINESS

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

Team Based Challenges

- Authentic Problem
- 2-5 students working together
- Tied to one or two essential skills
- Tied to one or two technical competencies
- List of potential solution products
- Industry Partner

Internships and Work-Based Learning

Purpose: Combine academic learning with practical work experience.

Work-Based Learning includes experiences like:

- Job Shadowing
- Guest Speakers
- Employer Field Trips
- Clinical Experiences (healthcare)
- Apprenticeships (working towards obtaining)
- Internships
 - **Process:**
 - Students are able to request the course with their counselor
 - WBL Coordinators then interview the student and then give them a form to have their parents sign it to confirm everyone is aware of the commitment
 - Students turn that form back in to their counselor and counselors let WBL Coordinators know who is able to be enrolled in the program
 - WBL Course - Seniors are able to enroll to have two periods off to be utilized for gaining work experience
 - Students in any pathway that are on track to graduate are able to participate
 - Students currently employed are also able to participate
 - Students gain .5 credits for the pass/fail course
 - Class meets once a week - on Tuesdays - to give the rest of the time for the fulfillment of working hours
 - Students are typically paid for their time since they are hired by the company as an intern, with the hopes that they will consider staying at the company for long-term employment

Goal: Allow students to develop both technical and employability skills by connecting what students have learned in the classroom to real-world work settings.

Internship Statistics

	2023-2024		2024-2025	
	Sem 1	Sem 2	Sem 1	Sem 2
AFNR	0	0	2	2
A&C	4	0	1	2
FBS	1	0	1	2
HST	0	0	9	16
HPS	0	2	10	6
IT	0	2	4	5
METT	4	8	10	13
Total	9	12	37	46
			Culinary - 1	
		Human Public Services -1	Human Public Services -1	
		Education - 1	Education - 8	Education - 6
		Auto - 2	Auto - 3	Auto - 3
	Engineering - 4	Engineering - 6	Engineering - 7	Engineering - 5
				Construction - 2
				Manufacturing - 3

Looking Forward...
The 2026-2027 School
Year projects 110
students in the WBL
course, with the
majority of them taking
it both semesters
instead of just one.

Next Steps

- Evaluate further Health Science Programming
 - Medical Assistant
 - Dentistry
 - Tech
- Work with current science teachers to earn Educator License with Stipulations (ELS - CTE).
- Review Rock Valley College (RVC) Career Pathway Jumpstart Program (CPJP) for pathways not offered at Harlem.
- Assess availability to offer a regional program.
- Investigate the possibility of a Federal Apprenticeship.
- Building exposure through various career experiences.
- Grow partnerships