Illinois Education for Employment Systems (EFE)

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Northwest Educational Council for Student Success (NECSS)
What Are EFEs?

* Illinois has 58 Education for Employment Regional Delivery Systems (EFEs) and each has a System Director.
* Upon creation around the 1980s, based on Perkins legislation, the Illinois State Board of Education assigned a number to identify each Region.
* Locally, each region also chose a name.
* Most names have been abbreviated over time to initials.

Example:
EFE 070 = Northwest Educational Council for Student Success (NECSS)

* Locally, most EFEs are known to their members by the initials.
Illinois EFE Regions

Illinois is divided geographically into 55 regions, plus 3 statewide regions (Juvenile system, etc.)

Each region is a consortium of schools and their community college partner(s).

Some Regions have Area Career/Vocational Centers, while others do not.
Each Region’s Director works directly with their member school districts.

They have a professional organization titled: System Directors Leadership Council (SDLC). Their website includes a list of the EFEs, color coded to match the official state map.

Find EFEs at http://sdlcillinois.org/members.html
Illinois presently receives just over $40 million through the federal Carl Perkins Act.

There is a State MOE requirement, which both ICCB and ISBE have in their budgets.

Secondary funding flows from ISBE, through the EFEs, and reporting flows back through the same channels.
EFE Functions

- Manage state and federal resources, designed to deliver quality CTE programs, in an efficient manner
- Align curriculum and program development to ISBE minimum requirement, early college credit opportunities and business and industry needs
- Provide professional development opportunities for teachers, counselors and administrators
- Provide leadership, support, and technical assistance for K-12 Career and Technical Education (CTE) programs
- Collect data related to accountability and State performance indicators
Enable all students to be prepared for employment, continuing education, and productive citizenship in today’s global market.

- Assist schools with technology and equipment updates
- Provide the infrastructure for linking K-12 education with community colleges/universities, business, and industry
- Provide assistance to CTE “Special Populations” students. This includes students who are academically, financially, educationally, or physically disadvantaged
- Guide course and program development to meet ISBE’s program approval criteria for generating State funding.
Use of Funds

Districts create plans on how they would like to use the grant funds, in cooperation with their EFE Director.

Plans include activity description, planned outcome and evaluation, detailed budget descriptions, based on Perkins requirements.
All grant funds have requirements and constraints, and the EFE Director is not only a coach and advocate, but also a gatekeeper on adhering to the grant requirements and ISBE program approval.
CTE grants include a list of requirements that must be included for State approved programs:

- Business Collaboration
- Career Development
- Reading and Math Integration
- Non-traditional Career Information
- Technical Attainment with an Increasing Emphasis on Industry Credentials

ISBE Program Approval has two major components:
- Minimum credit requirements in State approved CIPs
- Teacher qualifications (degree and work-related hours)

Classification of Instructional Programs (CIP) was developed by the U.S. Department of Education's National Center for Education Statistics (NCES). CIPs provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. [http://nces.ed.gov/pubs2002/cip2000/](http://nces.ed.gov/pubs2002/cip2000/)
The EFE approves district’s CTE programs after they ensure a minimum number of credits in the State approved sequence and can show labor market demand for the career area.

Once the district is approved for the specific program, the EFE Director can approve the CTE course sequence for funding. (Only if the assigned teacher meets certification and work-hour requirements).

A very similar process is used by community colleges. Each community college applies to the Illinois Community College Board (ICCB) for program approval, and include labor market data to support the need for an approved program.
Programs of Study

Components of Programs of Study:

• Sequence of academic and technical coursework in high school through post-secondary
• Dual credit
• Career development activities and resources

• Advisory Committees with business, parents, students, secondary and postsecondary members.

• Leads to industry-recognized certifications, or certificate at the postsecondary level, or an associate or baccalaureate degree.

• Includes first possible entrance and exit points in educational continuum
* While the Illinois Pathways website includes generic information about possible POS development . . .

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Select any Pathway to see related programs then click on any course, work-based learning, credentials/assessments, or shared pathway.

[View Information Technology Learning Exchange](Supply Demand and Other Labor Market Information)
The EFEs have regional POS templates specific to each high school within the Partnership that include various alignments (i.e. dual credit, CIPs, certifications, alignment to postsecondary, etc.)

Some schools also include their own POS information in electronic format through their own school website and most are based off the EFEs’.
Any Questions?

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Illinois System Directors Leadership Council (SDLC)
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