



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Success Network Policy Committee

Q2 Meeting

May 18, 2026



Welcome

Please share in the chat:

- Your name and organization
- One thing you're excited for this summer

Agenda

A recording of today's meeting will be shared at ILSuccessNetwork.org/Policy-Committee

- Welcome and Introductions
- Local Innovation Spotlight: Rich Township High School
- State and Federal Policy Updates
 - Executive Order 3
 - Updates from ILGA
 - Dual Credit Quality Act
 - New Transitional Instruction website
 - Workforce Pell Rules and Models
- Graduation Requirements Project
- Illinois Program of Study Alignment
- Local Innovation Spotlight: Ridgewood High School
- Upcoming Events and Resources
- Closing and Exit Survey

Local Innovation Spotlight: Rich Township



RICH TOWNSHIP HIGH SCHOOL DISTRICT 227
FOCUSED ON STUDENTS AND STUDENT SUCCESS

Career and Technical Education (CTE) Pathway Development at Rich 227

Success Network Policy Committee Meeting

May 18, 2026

Dr. Amber Morgan, Director of Curriculum and Instruction

Rich Township District 227

One unified high school district operating across two specialized campuses with diverse technical pathways





RICH TOWNSHIP HIGH SCHOOL DISTRICT 227

FOCUSED ON STUDENTS AND STUDENT SUCCESS



Leadership and Background:

- Elementary Educator
- K-8 Math Instructional Specialist and Gifted Coordinator
- K-8 Math Instructional Coach
- Assistant Principal.

Learning-Focused Leadership Journey:

- Mentored by EFE Director and FCAE Program Advisor, & CTE Colleagues
- CTE School Visits
- Professional Learning Opportunities
 - IACTE and ACTE Conferences
 - CTE Learn

Rich Township District 227

(2022-2023 SY)

One unified high school district operating across two specialized campuses with diverse technical pathways

STEM Campus

- 19 Pathways
- Health and Human Services Academy
- Tech and Engineering Academy
- 2 CTE Academy Leaders

FAC Campus

- 4 Pathways
- Business and Finance Academy
- Fine Arts Academy
- 2 CTE Academy Leaders

The General CTE Program

- Limited Knowledge of CTE Pathways and Programs among teachers, counselors and administrators
- No industry Advisory Board Meetings and Few Partners
- Lack of Transparency in Budget and Teacher Requests
- Limited Convening and Collaboration of CTE Teachers and Admin
- 6 dual credit course opportunities in CTE Pathways
- 2 DC Partners: PSC, Loyola
- 3 WBL Endorsed Teachers



Rich Township District 227 (2025-2026 SY)

One unified high school district operating across two specialized campuses with diverse technical pathways.

STEM Campus

- 15 Pathways
- Health and Human Services Academy
- Tech and Engineering Academy

FAC Campus

- 4 Pathways
- Business and Finance Academy
- Fine Arts Academy

The General CTE Program

- 1 CTE Academy Leader
- CTE Vision and Plan
- Increased Knowledge and Development of CTE Pathways and Programs among teachers, counselors and administrators
- Biannual industry Advisory Board Meetings and Multiple Partners
- Transparent Budget Process
- Monthly CTE Teacher PLCs
- 12 dual credit course opportunities in CTE Pathways
- 5 DC Partners: PSC, Loyola, KKC, UIUC, and CCC (pending)
- CNA CCPE
- 2026-2027 CMA Pilot
- 5 WBL Endorsed Teachers
- New CTSO Implementation: SkillsUSA, Ed Rising, FCCLA, TSA, Junior MANNRS

ACTE Quality CTE Program of Study Framework

Overview

August 2022 | www.acteonline.org/high-quality-CTE

Through its ongoing High-quality CTE Initiative, ACTE has developed a research-based framework to describe the key components of a high-quality CTE program of study. The ACTE Quality CTE Program of Study Framework™ is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. The Framework contains 12 primary elements and 92 criteria, along with wrap-around system supports, that are essential for CTE program quality.



Standards-aligned & Integrated Curriculum



Sequencing & Articulation



Student Assessment



Prepared & Effective Program Staff



Engaging Instruction



Access & Equity



Facilities, Equipment, Technology & Materials



Business & Community Partnerships



Student Career Development



CTSOs



Work-based Learning



Data & Program Improvement

In addition to the Framework, an accompanying self-evaluation tool, available in both electronic and print formats, can be used by local CTE educators or other stakeholders to evaluate progress on implementing the elements of high-quality CTE programs. Self-evaluation results can be used to inform broader program evaluations, such as the Perkins V Comprehensive Local Needs Assessment, and shape future professional development and program improvement activities.

Access the complete framework, the accompanying self-evaluation instrument and resources that support success within each element at www.acteonline.org/high-quality-CTE.



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The Catalyst: Professional Learning & Evaluation



Empowering Educators & Leaders:

Growth required deep, structured investment in the education of CTE teachers, counselors, and school/district administration

- **ACTE Evaluation Tool:** Utilized the High-Quality CTE Framework to rigorously self-assess and craft our future goals.
- **IACTE ACTE Institutional Membership:** Enabled ongoing attendance and education of educators and administrators at local and national conferences
- **Industry Advisory Board Meetings and Union site visits** for curriculum alignment.
- **School Study Visits:** Allowed teams to observe and benchmark high-quality multi-campus environments
- **Monthly CTE Professional Learning Communities:** Fostered intentional and consistent learning and work spaces to develop CTE programs and pathways
- Co-development of a **CTE Vision and Plan**
- **Accelerate ED Phoenix Learning Site Visit**
- **Deepened Partnership and Relationship with PSC Dean**

Our Strategic Vision: **The Four Pillars**

Informed by our program evaluations, we established a four-pillar framework to guide the sustainable scaling of rigorous, career-connected learning.

Industry Guidance:

Establishing operational advisory boards comprising industry experts, community leaders, and special education advocates.

- **Bi-annual Board Convenings:** Validating courses.
- **Labor Trend Monitoring:** Matching regional hiring demands.
- **WBL Experiences:** Curating real-world work-based pipelines.

Student-Centered:

Embedding the 16 National Career Clusters directly into local high school programmatic design.

- **Freshman Career Seminars:** Early student baseline interest surveys.
- **Valued Credentials:** Dual-credit backed industry certs (CNA, PharmTech).
- **Team Challenges:** Real industry problem-solving simulations.

Committed Team:

Cultivating clear accountabilities and continuous learning across campuses via monthly PLCs.

- **Active CTSO Chapters:** SkillsUSA, DECA, BPA, FCCLA, and HOSA.
- **WBL Endorsements:** 4 fully endorsed teachers coordinating workplace learning.

Resource Allocation:

Aligning capital expenditures directly with strategic goals rather than isolated requests.

- **New Funding:** Exelon Grant, METT Grant
- Brand new state-of-the-art Aviation Lab
- Specialized Construction Facility for Geometry in Construction sequences.
- New STEM Addition to enhance cross-functional science/tech pathways.

Next Steps: 2026 and Beyond



Continued Program Development:

- **SchoolLinks Implementation:** Comprehensive tracking for CCPE & WBL
- **AP Expansion:** Launching AP Business & Cybersecurity. in Business and Information Technology Pathways
- **CCPE Growth:** New applications for Agriculture, Culinary, Business, and Engineering
- **Refinement and Development:** Continuous strengthening of core pathways
- Feeder School Articulation and CTE Pathway Visits and Meetings.
- **Continued Learning and Growth**
 - Regional Acceleration of Model Pathways Participation
 - Scaling Transformative Advanced Manufacturing Pathways Initiative Participation

Questions & Discussion



Federal & State Policy Developments



- [Executive Order 2026-03](#) published 3/13/26
- Establishes a State Attainment Working Group comprised of education and workforce agencies and advisory from other state agencies
 - Co-Chairs: Department of Commerce and Economic Opportunity (DCEO), Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and the Illinois Department of Employment Security (IDES)
- Work will include: reviewing data and existing state plans, engaging stakeholders, and ensuring alignment to existing initiatives

State Attainment Working Group

Charge: *Submit findings to the Governor and recommend a statewide postsecondary attainment goal for 2040 focused on degrees and credentials of value that align with state and regional workforce needs, promote economic mobility for Illinoisans, and seek to eliminate educational and economic disparities by 12/1/26*

104th General Assembly Updates

- Big focus: revenue!
- Community College Baccalaureate
- Adequate and Equitable Funding (higher ed funding reform)
- Graduation Requirements:
 - [SB3070](#) (Preston): Foreign Language Graduation Requirement Alternative

Dual Credit Quality Act

Updates

- ICCB published [draft administrative rules](#) in alignment with the [June 2025 amendment](#)
- Public comment: March 27 – May 11
- ICCB will vote on final rules in June
- Dual Credit Committee met April 29 and reviewed emerging updates to the Model Partnership Agreement (MPA)
- Updated MPA expected by Fall 2026

[ICCB Dual Credit Website](#)

New: transitionalinstruction.org



ABOUT ▾

RESOURCES

APPLY FOR PORTABILITY

TRANSITIONAL ENGLISH →

TRANSITIONAL MATH →

RESOURCES →

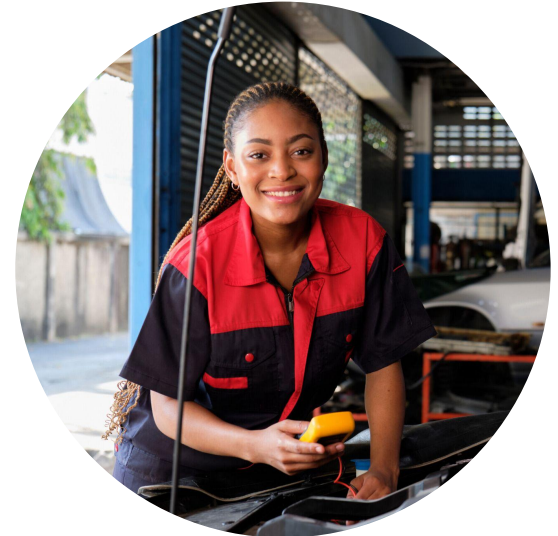
PORTABILITY →

Transitional English & Math

Increasing college readiness for high school seniors in Illinois

Workforce Pell: Rules and Emerging Models

- [Workforce Pell, What You Need to Know](#) (New America)
 - [The Rural Advantage—and Challenge—With Workforce Pell](#)
- Federal rules: public comment period ended April 8, final rules expected by end of May
- Emerging models in states across the country
- New [Workforce Pell Data Collaborative: Model Data Framework](#) sharing best practices and equity considerations in short-term program data collection
- Interagency work ongoing in Illinois to develop definitions, criteria and approval processes prior to July start



High School Graduation Requirements

*A Project of Education Systems
Center at NIU*



High School Graduation Requirements Project

Purpose

- **Surface and synthesize the core “pain points” around current high school graduation requirements**
- **Explore quantitative and qualitative data to understand outcomes**
- **Articulate shared priorities for future policymaking**

Project Components

1. Policy research & analysis (including both IL landscape and national models)
2. Advisory Group
3. Qualitative data collection (surveys, focus groups)
4. White paper to summarize findings & priorities (to be shared with field and policymakers)

Why Graduation Requirements? Why Now?

Known Challenges

Practitioners and advocates across IL have shared challenges in implementing existing and pending graduation requirements.



Piecemeal Solutions

Policymakers have attempted to add or remove specific requirements, rather than looking at requirements as a whole.



Uplift Priorities

This project aims to generate a comprehensive understanding of existing state policy and national models in order to elevate to policymakers the priorities of students and practitioners in statewide graduation requirements.

How You Can Engage

- [Complete the interest form](#) to stay in the loop for upcoming focus groups and survey
- Share with administrators, counselors, and teachers at your school or district
- Student interest form to come at September meeting

Counselor Focus Groups

- Wednesday, May 20, 9:30–10:30 a.m. [Register](#)
- Thursday, May 28, 10–11 a.m. [Register](#)

Registration links are also included in the Google Form.

Interest Form



Illinois Program of Study Alignment Project

A Project of Education Systems Center at NIU

Merging 2 Frameworks > 1 Program of Study

ICCB Illinois Model Program of Study Guides



ISBE CTE Model Programs of Study

System Quick Links Search

ILLINOIS STATE BOARD OF EDUCATION Careers at ISBE Contact Us

Log Into ELIS Log Into IWAS Become a Teacher Public School District Lookup FRIS Inquiry IL Report Card About the Agency and Board Topics A-Z

For assistance, [contact ISBE](#) using our new help portal ServiceNow! Please view the [ServiceNow instructional video](#) for additional information.

College and Career Readiness > Career Technical Education > Programs of Study

COLLEGE AND CAREER READINESS Career Technical Education Programs of Study

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. incorporates challenging State academic standards;
- B. addresses both academic and technical knowledge and skills, including employability skills
- C. is aligned with the needs of industries in the economy of the State, region, Tribal community or local area
- D. progresses in specificity
- E. has multiple entry and exit points that incorporate credentialing; and,
- F. culminates in the attainment of a recognized postsecondary credential. A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry.

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry and should align to the 2021-2024 CTE Program Size, Scope, and Quality .

Model Programs of Study

Timeline

- January : Project Kickoff
- Meeting 1: February - Labor Market Information, Career Cluster & Pathway Review
 - Education, IT, and Health Sciences
- Meeting 2: March - Course Sequencing and Component Parts
- Meeting 3: April - Refine & Draft Maps
- Meeting 4: May - Refine & Update Documents
- **Final Webinar (August): Statewide Invitation for Public Comment Period**

Local Innovation Spotlight

Regional pathways collaboration with:

Dr. Eric Lasky, Principal at Ridgewood High School

Michael Kuhn, Director of the Des Plaines Valley Region-EFE



Ridgewood High School

CTE

Eric Lasky
Principal

Beyond the Four Walls

When we look at our high school buildings, we often see four walls that define where learning happens. But what if those walls are **exactly** what's holding our students back?

We realized at Ridgewood that we didn't have the space, the staff, or the equipment for **26** different career pathways so we stopped building them inside, and started building them in the community.



Agenda

Partnership Ridgewood had with Triton Community College

Dual Credit

Triton Cohorts with WBL Fridays

Cohorts Outside of Triton

Team Based Challenges (local and regional)

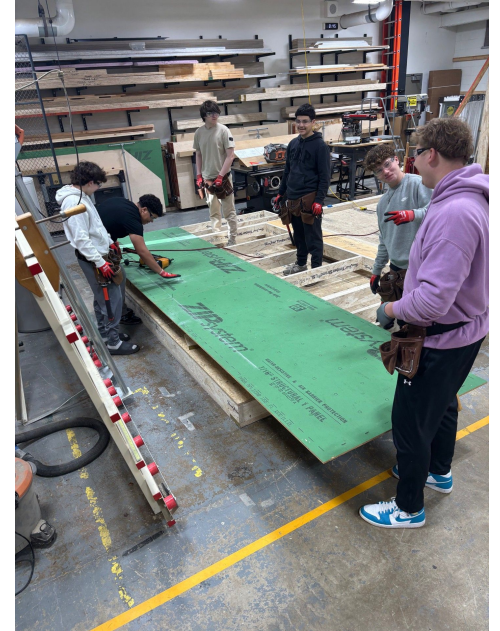
Sophomore Cohort



Limitations at the High School Level

We do not have the:

- Space and resource
- Certified teachers for every program
- Student interest to justify running certain classes or pathways on our own
- Expertise in Subject Matter



Limitations at the Community College

- Students not knowing what the CC offers
- Having to wait for students to enroll
- Transportation
- Cost
- Students meeting placement requirements
- Time
- Is the time and money worth it, want it now, ROI (student and college)



For the HS Partnering with the community college allows us to expand access and opportunity:

- College-level classes
- Structured cohorts
- Full degree programs
- Able to offer 26 different Career Pathway Endorsement options
- Provide a reason for student to take HS courses - lead to path



For the CC Partnering with the High Schools allows us to expand access and opportunity:

- Early Enrollment
- Larger Class sizer - classes could run
- Extra Revenue
- Better Service the Community
- High Percent of Completer



Dual Credit Course Process at the High School

Identifying Courses & Teachers

- Work with departments to identify teachers who could qualify
- Submit transcripts for review
- Teachers are interviewed by the college department head
- Ensure curriculum alignment with the college course





Career Academies

26-27 SY



- Criminal Justice
- Certified Nursing Assistant (CNA)
- Sports Conditioning/Sports Management
- Education
- Welding

- Emergency Medical Technician (EMT) ***
- Basic Operations Firefighter***
- Heating, Ventilation & Air Conditioning (HVAC) ***

Seniors Only



Career Academies 26-27 SY



The students take classes Monday - Thursday at

Fridays Work Based Learning

Stipends



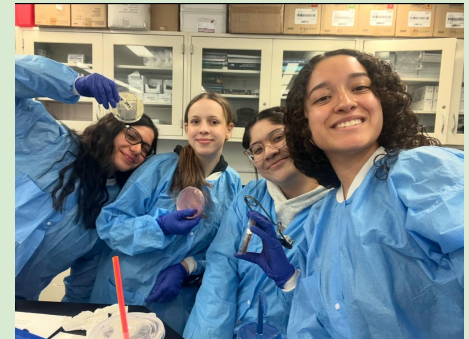


Career Academies With other Partners

Pharmacy Technician



Manufacturing





THE TECHNOLOGY AND MANUFACTURING ASSOCIATION

Dominic Hendrickson – CJ Anderson

Simon Sojka – QCC

Niko Byrd – Sloan Valve Co.

Tony Galarza – QCC



C.J. ANDERSON
& COMPANY

AMERICAN MADE SINCE 1910!

DURABLE ELEVATOR EQUIPMENT | OUTSTANDING CUSTOMER SERVICE



Pharmacy Tech

Partnership with Loyola and DVR



Team Based Challenges

We host 3 regional TBC

Culinary

Education Pathway

Computer Science



Interdisciplinary Cohort

Team Based Challenge



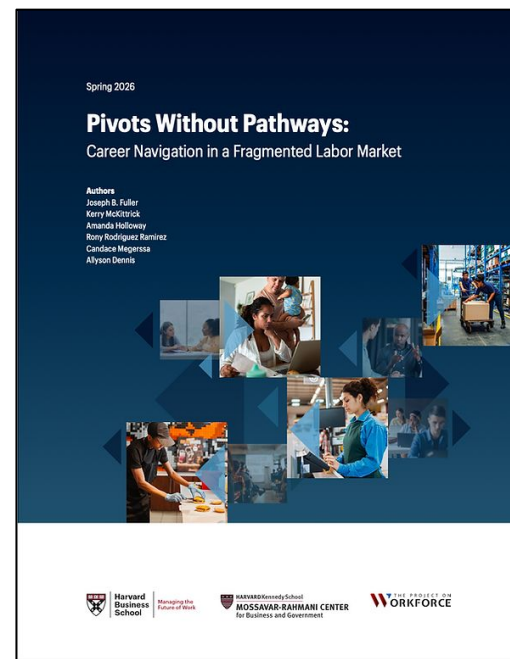
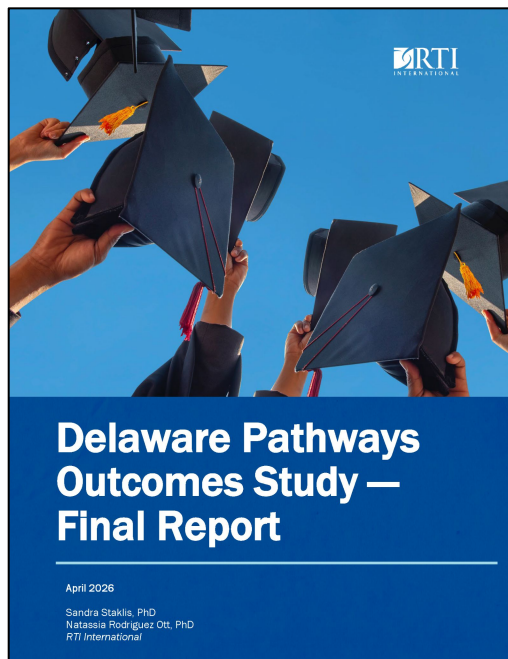
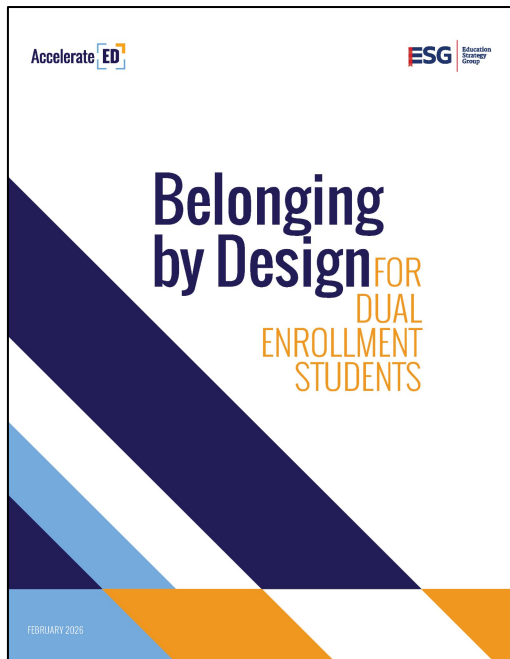
Questions



Eric Lasky - elasky@ridgenet.org

Resources and Upcoming Opportunities

What We're Reading



Upcoming Events of Interest

May 20:

- EdSystems Showcase: Manufacturing Pathways ([Virtual](#))
- Deadline to [submit proposals](#) for ISAC College Changes Everything Conference

June 15: Success Network Regional Meeting for Northern Illinois Leadership Communities ([details](#))

July 16: ISAC College Changes Everything (Tinley Park; [Website](#))

September 9-10: ICSPS Forum for Excellence (Normal; [Website](#))

Student Opportunity!



JOIN OUR
**STUDENT
ADVISORY PANEL**
MAKE YOUR VOICE HEARD!

WE ARE LOOKING FOR

Current (grades 9–12) or former (age 18–24)
dual enrollment students!

Members of the Community College Research Center's (CCRC) Dual Enrollment Student Advisory Panel will have the opportunity to use their dual enrollment experiences to help inform and strengthen CCRC's research on dual enrollment.

HOW YOU WILL CONTRIBUTE

- Attend required monthly virtual meetings from June 2026 –December 2026
- Share your dual enrollment experiences and provide feedback on research
- Participate in field engagement opportunities like blogs, social media, or presentations

WHY JOIN?

- Meet professionals working in education and dual enrollment research
- Use your voice to help improve dual enrollment policies and practices
- Receive a \$600 honorarium as a "thank you" for your time and contributions



Interested students should apply by scanning the QR code or using this link: <https://tinyurl.com/CCRCDESTUDENTPANEL2> by **Friday, May 29, 2026**.

Questions? Email CCRC Research Analyst **Aurely Garcia Tulloch** at amg2418@tc.columbia.edu



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

ANNUAL CONFERENCE

JOIN US AT NIU NAPERVILLE

MARCH 2, 2027





ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Thank You!



Please fill out our exit survey.

*See you at our Q3 Meeting:
Monday, Sept. 21, 9:30–11 a.m.*