

# Statewide Model Programs of Study

Health Sciences and Technology

Thank you for joining!  
We will get started shortly



# Agenda

## Quick Notes:

- Highly encourage Q&A and Chat Box
- This webinar is being recorded
- Slide deck will be linked in the chat

- Welcome from ICCB and EdSystems
- Background on Model POS Guides
  - Policy Alignment
  - Role of Advisory Committee
- Model POS Mapping Process
- Review of POS Guide for Health Sciences and Technology
- POS in Action: City Colleges of Chicago, Roadmap and “Model Pathways”
- Feedback and Next Steps



# Welcome from Illinois Community College Board



**Janelle Jones**

Director for CTE



# EdSystems Staff



Jon Furr  
Executive Director



Juan Jose Gonzalez  
Pathways Director



Meagan Mitchell  
Pathways Manager



# The EdSystems Mission

Shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy.



**College &  
Career  
Pathways**



**Bridges to  
Postsecondary**



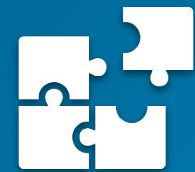
**Data  
Impact &  
Leadership**



Statewide



Community  
Networks



Strategic  
Projects

# Background on Model Programs of Study



# Why Develop Statewide Model Programs of Study?

The primary purposes and goals for the Model Programs of Study Guides are to:

- Provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the [Perkins V Plan](#).
- [Identify priority dual credit and early college courses](#) that are [foundational to the industry area](#) and well-situated for statewide scaling and articulation.
- Define the [competencies that should be sequenced](#) across a program of study course sequence to prepare students for the future of work in that industry area.
- Identify entry points for employers to support coursework and related experiences.



# Why Develop Statewide Model Programs of Study? Pt. 2

Intended audiences:

- High school faculty working in pathways
- Community College faculty and staff (e.g. academic deans & department heads, early college liaisons, etc.)
- Education for Employment System Directors

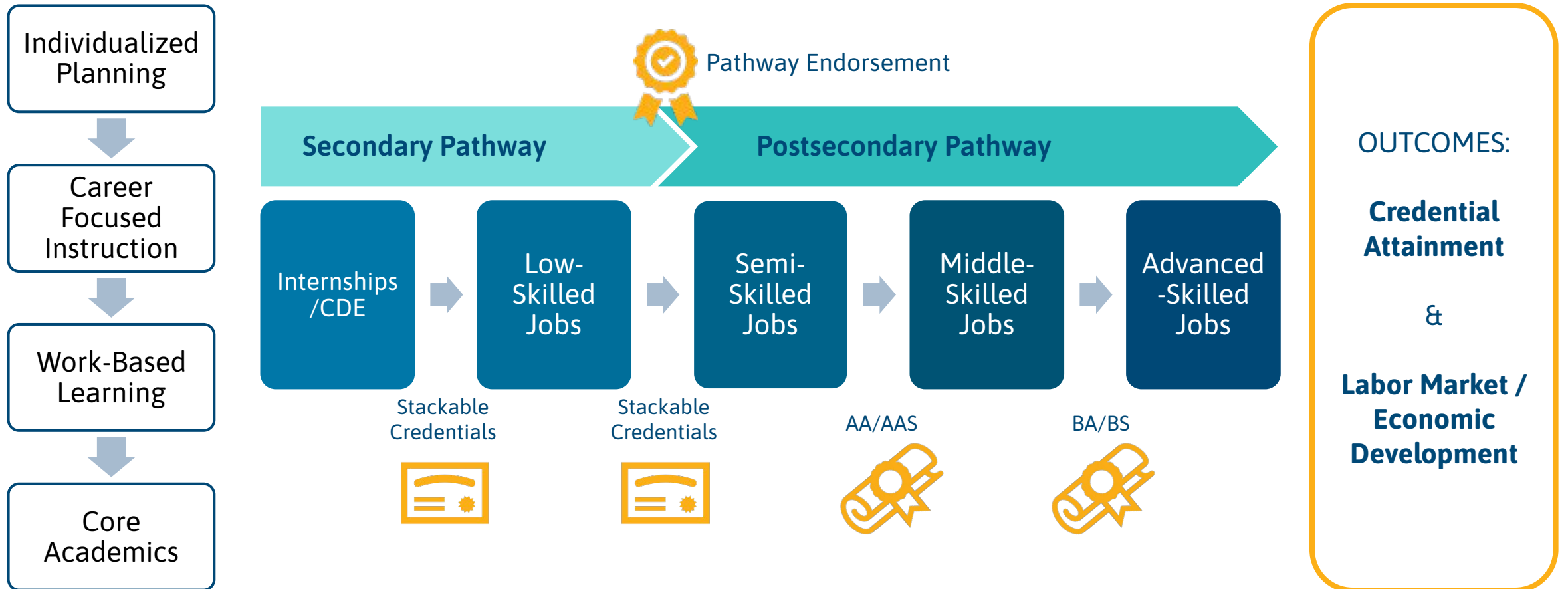
Subsequent Presentations

- October = Education
- November = Manufacturing and Engineering
- January = Information Technology



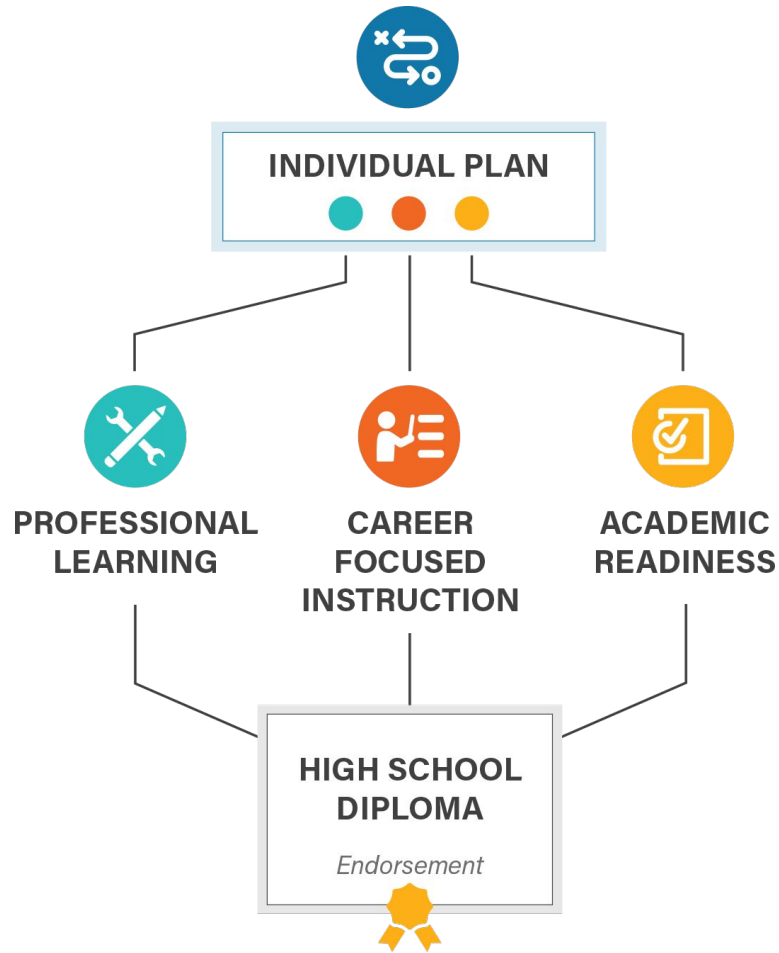


# State Pathways Model





# 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

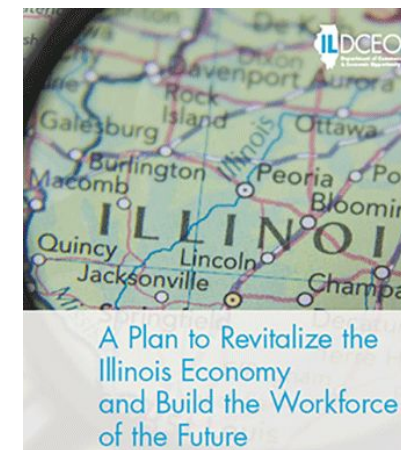
## ACADEMIC READINESS

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

# Policy Alignment



TEACH ILLINOIS  
STRONG TEACHERS, STRONG  
CLASSROOMS  
POLICY SOLUTIONS TO ALLEVIATE TEACHER SHORTAGES IN ILLINOIS  
SEPTEMBER 2018  
ILLINOIS STATE BOARD OF EDUCATION

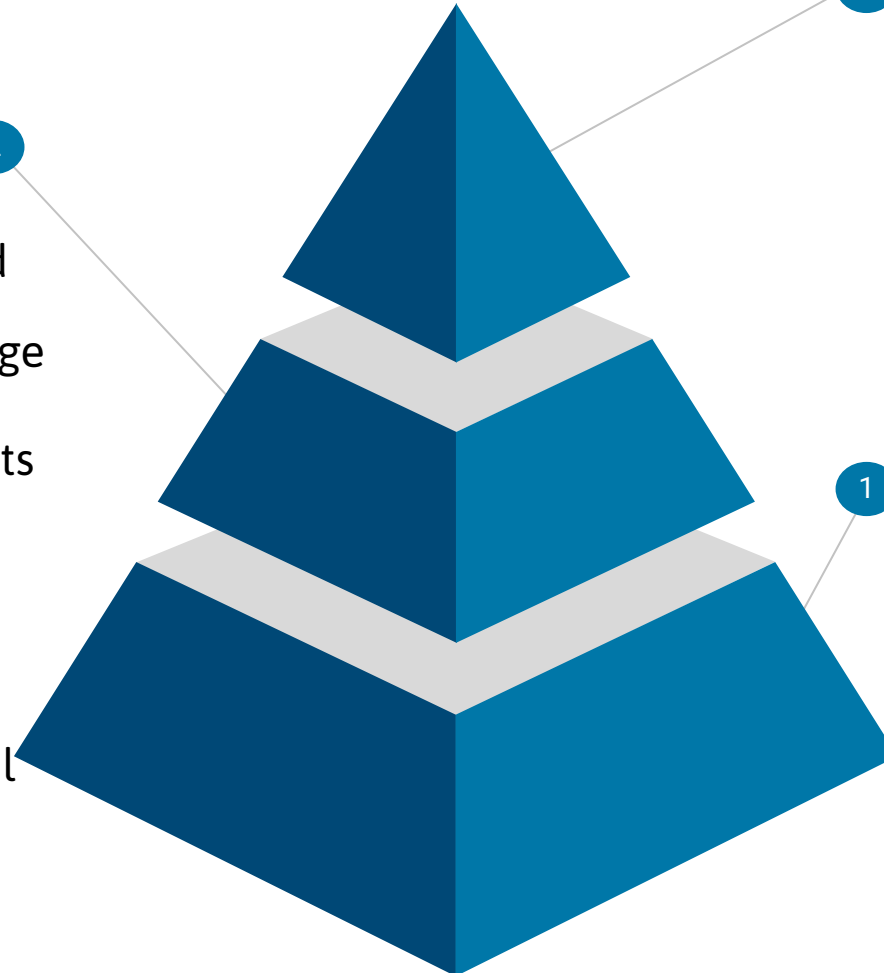


# State Pathways Policy Framework: College, Career and Life Ready

## Accelerated Towards a Career Area

- Multiple years of coursework, increasing commitment to the field
- Emphasis on Early college coursework in “Career-focused” subjects
- Courses go Beyond Traditional High School CTE and Industry Credentials, include Complementary General Education Courses

2



3

## Academically Ready for College

- Required success in College-Level, career-focused coursework and electives
- Required placement college-level placement in Math and English (through collaboration with local Community College)

1

## Foundational Skills for All Careers

- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning





## 2020 Guides

- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

[edsystemsniu.org/guides](https://edsystemsniu.org/guides)

## 2021 Guides

- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services





# Role of Advisory Committee

## Expertise and guidance:

- What are trends in the industry that aren't reflected in Labor Market Information?
- What credentials/degrees are emerging as most promising in the field?
- How does our desk analysis relate to on-the-ground implementation?
- What are future of work implications for this sector?

## Inform key decision-points in this process:

- Pathway map approach
- Selecting strategic early college credit courses
- Identifying key competencies (building from existing State technical competencies)



# Mapping Process



# Model Programs of Study Mapping Process



**6 month process**





# Model Programs of Study Mapping Process





# High Priority Occupations & Promising Credentials

- Using Department of Labor data and the MIT Living Wage Calculator for the State of Illinois as a reference, High Priority Occupation defined
  - Occupations with a positive growth outlook and
  - Occupations whose salaries are near or greater than the “Living Wage” of 1 Adult + 1 Child in Illinois.
- A “promising credential” is a degree or college certification that immediately prepares an individual for **entry into a high-priority occupation**, with a focus on credentials available in **typical Illinois Community College**.
  - Credential may also be is a **clear precursor to or stackable credential** for a high-priority occupation



<b>Finance/Business Example</b>	Median Wage Hourly	Living Wage?	Growth?	Entry Education	Annual Job Openings	Percentage Growth (2016-2026)
<a href="#">Accountants and Auditors</a>	 33.89	Yes	Yes	Bachelor's Degree	5,510	8%
<a href="#">Business Operations Specialist</a>	 36.81	Yes	Yes	Bachelor's Degree		
<a href="#">Financial Analyst</a>	 39.29	Yes	Yes	Bachelor's Degree	1,310	7%
<a href="#">Actuary</a>	 49.34	Yes	Yes	Bachelor's Degree	140	23%
<a href="#">Market Research Analysts and Marketing Specialists</a>	 29.15	Yes	Yes	Bachelor's Degree	2960	22%
<a href="#">Human Resource Specialist</a>	 28.79	Yes	Yes	Bachelor's Degree	2230	6%
<a href="#">First-Line Supervisor of Retail Sales Workers</a>	18.74	No	Yes	High school diploma	5,620	3%
<a href="#">First-Line Supervisor of Office &amp; Administrative Support Workers</a>	 28.3	Yes	No	High school diploma	4,450	0%
<a href="#">First-Line Supervisor of Non-Retail Sales Workers</a>	 34.04	Yes	Yes	High school diploma	1,070	3%
<a href="#">Human Resource Assistant</a>	 19.49	No	No	Postsecondary nondegree award	380	-4%
<a href="#">Lodging Manager</a>	21.62	No	Yes?	High school diploma or equivalent	180	9%
<a href="#">Insurance Claims and Policy Processing Clerks</a>	19.94	No	Yes	High school diploma or equivalent	1090	10%

# Common CC Programs



# Leading to Occupations/Careers

## Guided Transfer

- Business AA<sup>\*\*^^</sup>
- Accounting AA<sup>\*\*^^</sup>
- Actuary AA<sup>^^</sup>

## Business AAS, with specialities/certs<sup>^^</sup>

- General,<sup>\*\*</sup>
- Insurance,
- HR,<sup>\*\*</sup>
- Entrepreneurship,<sup>\*\*</sup>
- Management,<sup>\*\*</sup>
- Marketing,<sup>\*\*</sup>
- Hospitality<sup>\*\*</sup>

## Supply Chain

- Supply Chain AAS, AA/AS<sup>^^</sup>

## Accounting

- Accounting AAS<sup>\*\*^^</sup>

## Entry Level Bachelor's Degree Positions

- Business Operations Specialist OR Financial Analyst OR Market Research Analysts OR Human Resource Specialist
- Accountants and Auditors
- Actuary

## Small/Local Business

- First-Line Supervisor of Retail Sales Workers OR Office & Administrative Support Workers OR First-Line Supervisor of Non-Retail Sales Workers
- Human Resource Assistant OR Lodging Manager OR Insurance Claim Clerk

## Supply Chain

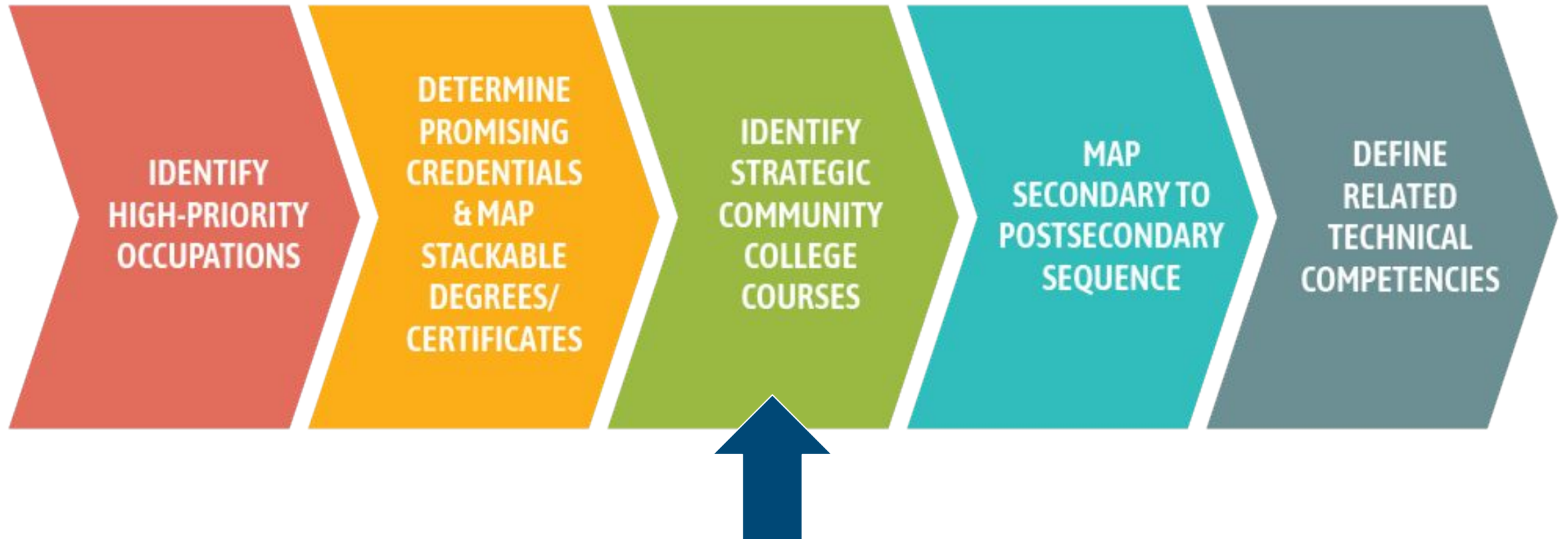
- Supply Chain Manager OR Production, Planning, & Expediting Clerks

## Clerk Roles

- Payroll & Timekeeping, OR, Bookkeeping, Accounting, & Auditing Clerk, OR Billing and Posting Clerks



# Model Programs of Study Mapping Process





# Identify Strategic Community College Courses

- Analyze “promising credential” program requirements at various Community Colleges in the state
- **Tally and label** all of the “career-focused” & “general education” courses across programs to determine which of these courses:
  - Are **most common** across targeted programs,
  - Are more likely **accessible** for dual credit, and
  - Have the potential for **transferability** and currency (through the Illinois Articulation Initiative) or have **industry credentials**



# Identify Strategic Community College Courses

Finance/Business careers, courses .XLSX


File Home Insert Format Data Tools Help Last edit was seconds ago

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Course Code	Course Title	Common Name	Prerequisites	IAI Code	Notes	Sum	Is course a Key PreReq for other courses	IAI Course?	Accounting AA	Accounting AAS	Insurance AA	Business Administration Advanced Certificate
3 Business 111	Introduction to Business	Intro to Business	None			7	1		1	1		
4 Business 181	Financial Accounting	Financial Accounting	College Level Math Pla	BUS 903		9	1	1	1	1	1	
4 Business 182	Managerial Accounting	Managerial Accounting	Business 181	BUS 904		9	1	1	1	1	1	
21	CCC	3 Speech 101	Fundamentals of Speech C	Oral Communication	College Level English P C2 900	5	1	1				

23

Pivot Table 3 Sheet6 Combined Course Listings Pivot Table Courses CCC Course Listings ECC Course Listings Explore



# Model Programs of Study Mapping Process







# Map Secondary to Postsecondary Sequence

- Recommend early college courses reasonably accessible to HS students, goal is to at least get **6+ career-focused** credit hours by HS graduation
- Keep open possibility for unique opportunities, i.e. work-based learning or capstone course
- Consider typical teacher and faculty credentials, as well as course delivery and approval processes
- Suggest initial post secondary courses and sequences that continue to accelerate student
- Recommend sequence in general education subject areas, including early college and AP supplements



# Model Programs of Study Mapping Process





# Define Related Technical Competencies for Key Courses

- Select foundational courses in each Model Programs of Study area
  - Courses map to multiple credentials within the industry area,
  - Can be accessed for early college credit at secondary level, and
  - Not currently recognized by the IL Articulation Initiative (IAI)
- Determine a set of technical competencies for each course (i.e. learning objectives)



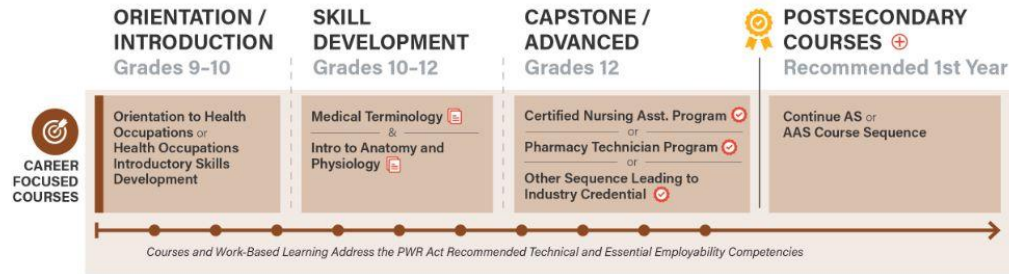
# Review Health Sciences POS Guide





# Model Programs of Study Guide: Health Sciences

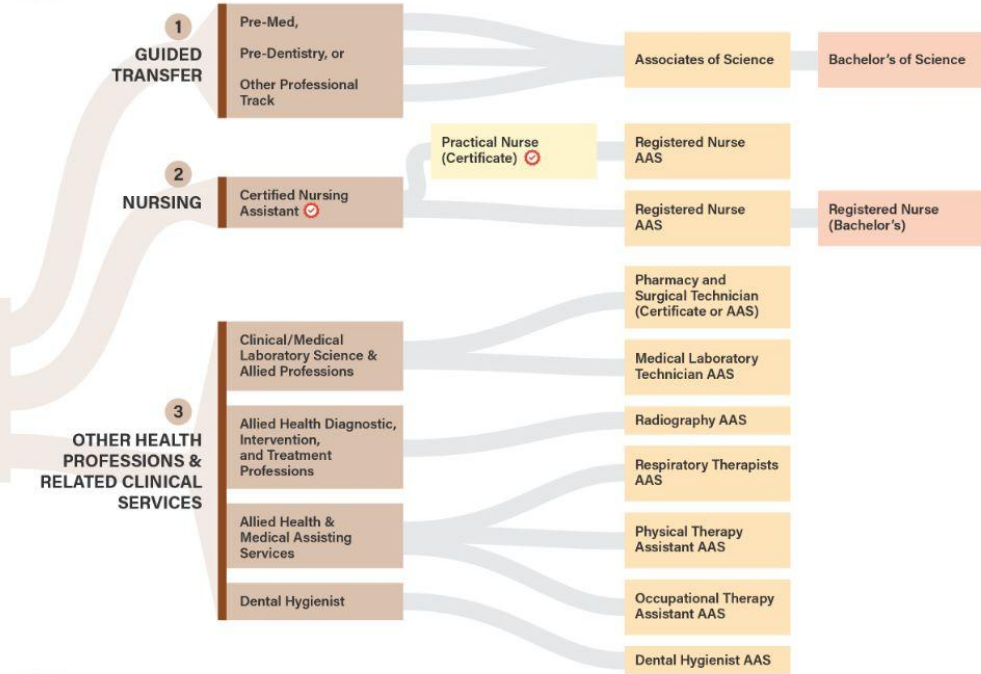
Education Systems Center | ICCB



WORK-BASED LEARNING	SCIENCE	SOCIAL SCIENCE	MATH	ENGLISH
Career Exploration (2) Team-Based Challenge, e.g. HOSA, SkillsUSA, and others	Science Sequence	Social Science Sequence	Algebra Geometry	English Sequence
Team-Based Challenge, e.g. HOSA, SkillsUSA, and others Career Development Experience or Youth Apprenticeship	Biology >>	Social Science Sequence	Geometry Algebra 2 Pre-Calculus	English Sequence
Team-Based Challenge, e.g. HOSA, SkillsUSA, and others Career Development Experience or Apprenticeship	Chemistry >>	Psychology >>	Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus >> General Education Math	Transitional English English Composition >>
	Biology for Science Majors General Chemistry Anatomy & Physiology I / II Microbiology	Psychology Sociology	General Education Math	English Composition Oral Communication

AP or Dual Credit  
 Dual Credit Course  
 Dual Credit Course Affiliated With IAI Code  
 Course or Program Prepares for Industry Credential  
 Postsecondary Course Affiliated with IAI Code  
 College and Career Pathway Endorsement Earned  
 If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>2</sup>	Growth in Illinois: Annual Job Openings <sup>2</sup>	Growth in Illinois: % Change Over 10 years <sup>2</sup>	Stackable?
1 Pre-Professional Track	Pediatricians, General	Y	\$66.93	30	2%	Typically Requires Bachelor's Degree & Prof. School
	Dentists	Y	\$68.79	190	9%	
2 Nursing / Registered Nurse	Nursing Assistants	N	\$13.72	7,340	5%	Typically Required for LPN or RN
	Licensed Practical and Licensed Vocational Nurses	Y	\$24.24	1,640	2%	Can Stack to RN at Select IL Colleges
	Registered Nurses	Y	\$34.74	8,690	15%	Can Stack to BSN at Select IL Colleges
Surgical Technology Medical & Laboratory Tech. Radiography	Surgical/Pharmacy Technicians	Y	\$15.44 - \$23.05	220 - 1,600	1 - 5%	Not Typically Stackable
	Medical and Clinical Laboratory Technologists	Y	\$34.44	410	4%	
	Radiologic Technologists	Y	\$30.52	380	2%	
3 Respiratory Therapy Physical Therapist Assistant Occupational Therapy Assistant	Respiratory Therapists	Y	\$28.62	350	17%	Not Typically Stackable
	Physical Therapist Assistants	Y	\$28.60	730	20%	
Occupational Therapy Assistant	Occupational Therapy Assistants	Y	\$29.75	380	21%	
3 Dental Hygiene	Dental Hygienists	Y	\$35.68	580	9%	Not Typically Stackable

1. Living wage calculations are based on MIT's Living Calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), where the "Living Wage" for 1 Adult + 1 Child is \$26.27/hour for the state of Illinois. "Near" defined as 85% of the statewide living wage, which is \$22.33/hour  
 2. U.S. Department of Labor, CareerOnestop ([careeronestop.org/explorecareers](http://careeronestop.org/explorecareers))



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

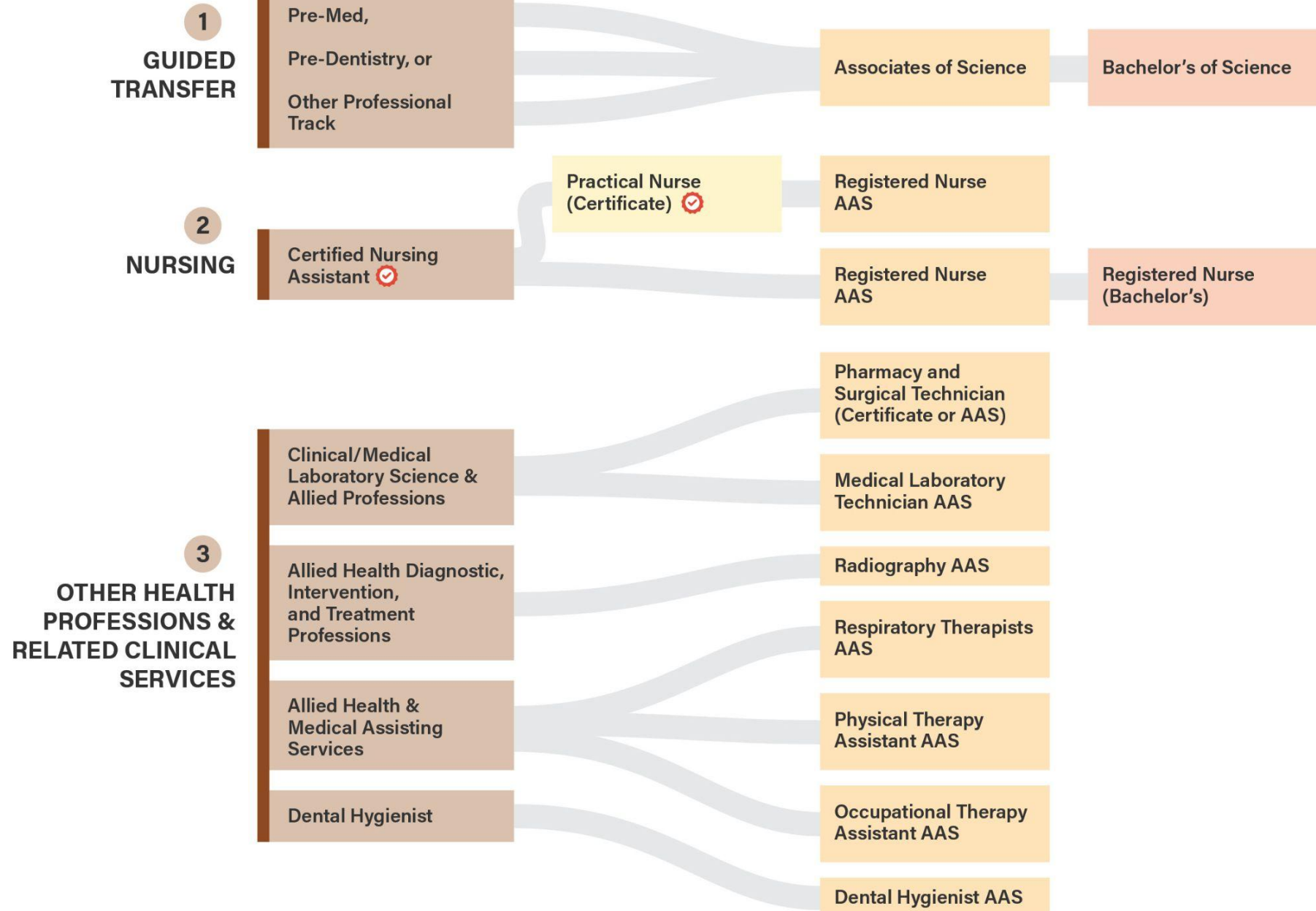
	Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>2</sup>	Growth in Illinois: Annual Job Openings <sup>2</sup>	Growth in Illinois: % Change Over 10 years <sup>2</sup>	Stackable?
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		Registered Nurses	Y	\$34.74	8,690	15%	Can Stack to BSN at Select IL Colleges
3	Surgical Technology	Surgical/Pharmacy Technicians	Y	\$15.44 – \$23.05	220 – 1,600	1 – 5%	Not Typically Stackable
	Medical & Laboratory Tech.	Medical and Clinical Laboratory Technologists	Y	\$34.44	410	4%	
	Radiography	Radiologic Technologists	Y	\$30.52	380	2%	
	Respiratory Therapy	Respiratory Therapists	Y	\$28.62	350	17%	
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2. U.S. Department of Labor. CareerOnestop ([careeronestop.org/explorecareers](http://careeronestop.org/explorecareers))



# POSTSECONDARY OPTIONS





CAREER  
FOCUSED  
COURSES



## ORIENTATION / INTRODUCTION

Grades 9–10

Orientation to Health  
Occupations or  
Health Occupations  
Introductory Skills  
Development




## SKILL DEVELOPMENT

Grades 10–12

Medical Terminology   
\_\_\_\_\_ & \_\_\_\_\_  
Intro to Anatomy and  
Physiology 

## CAPSTONE / ADVANCED

Grades 12

Certified Nursing Asst. Program   
\_\_\_\_\_ or \_\_\_\_\_  
Pharmacy Technician Program   
\_\_\_\_\_ or \_\_\_\_\_  
Other Sequence Leading to  
Industry Credential 



## POSTSECONDARY COURSES

Recommended 1st Year

Continue AS or  
AAS Course Sequence

*Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies*



  
WORK-BASED  
LEARNING

Career Exploration (2)

Team-Based Challenge,  
e.g. HOSA, SkillsUSA,  
and others

Team-Based Challenge, e.g. HOSA, SkillsUSA, and others

Career Development Experience  
or  
Youth Apprenticeship

Team-Based Challenge, e.g.  
HOSA, SkillsUSA, and others


Career Development  
Experience  
or  
Apprenticeship

  
SCIENCE

Science  
Sequence

Biology >>

Chemistry >>

Biology for Science Majors 

General Chemistry 

Anatomy & Physiology I / II

Microbiology

  
SOCIAL  
SCIENCE

Social Science  
Sequence

Social Science  
Sequence

Psychology >>


Psychology 

Sociology 

  
MATH

Algebra  
Geometry

Geometry  
Algebra 2  
Pre-Calculus

Transitional Math:  
Quantitive Literacy Statistics  
Pre-Calculus  
Calculus >>  
General Education Math 

General  
Education Math 


  
ENGLISH

English  
Sequence

English  
Sequence

Transitional English  
English Composition >>

English Composition 

Oral Communication 

# Strategic Dual Credit Course Competencies

<b>MEDICAL TERMINOLOGY</b> <i>Key Competencies</i>	
<b>Building and Defining Words</b>	<ul style="list-style-type: none"> <li>▪ Students can correctly spell and pronounce medical language relating to anatomical, diagnostic, and symptomatic medical terms.</li> <li>▪ Students can correctly construct, identify, define, and analyze medical terms and language, using word roots, prefixes, suffixes, and combining forms.</li> <li>▪ Students can recognize and translate medical abbreviations.</li> </ul>
<b>Anatomy and Body Structure</b>	<ul style="list-style-type: none"> <li>▪ Students will identify and describe components of the human body in relation to other structures or locations in the body, incorporating anatomical planes, directional terms, quadrants, and regions.</li> <li>▪ Students can identify major human body structures and organs, their function, and their related medical terms.</li> </ul>

<b>Topics</b>	<p>At minimum, courses should cover the following topics:</p> <ul style="list-style-type: none"> <li>• Reproductive Systems: Male and Female</li> <li>• Senses: Eye and Ear</li> <li>• Musculoskeletal System</li> <li>• Urinary System</li> <li>• Respiratory System</li> <li>• Nervous System</li> <li>• Integumentary System</li> <li>• Digestive System</li> <li>• Cardiovascular System</li> <li>• Lymphatic and Immune System</li> <li>• Endocrine System</li> </ul>
Illinois Model Programs of Study Guide: Health Sciences and Technology   October 2020	
15	

<b>Topics</b>	<p>At minimum, courses should cover the following topics:</p> <ul style="list-style-type: none"> <li>• Introductory Chemistry for A&amp;P</li> <li>• Cell Structure and Function</li> <li>• Nervous System and Special Senses</li> <li>• Digestive System and Metabolism</li> <li>• Cardiovascular System</li> <li>• Respiratory System</li> <li>• Reproductive System</li> <li>• Muscular System</li> <li>• Endocrine System</li> <li>• Urinary System</li> <li>• Tissues</li> <li>• Skin and the Integumentary System</li> <li>• Skeletal System</li> </ul>
Illinois Model Programs of Study Guide: Health Sciences and Technology   October 2020	
16	

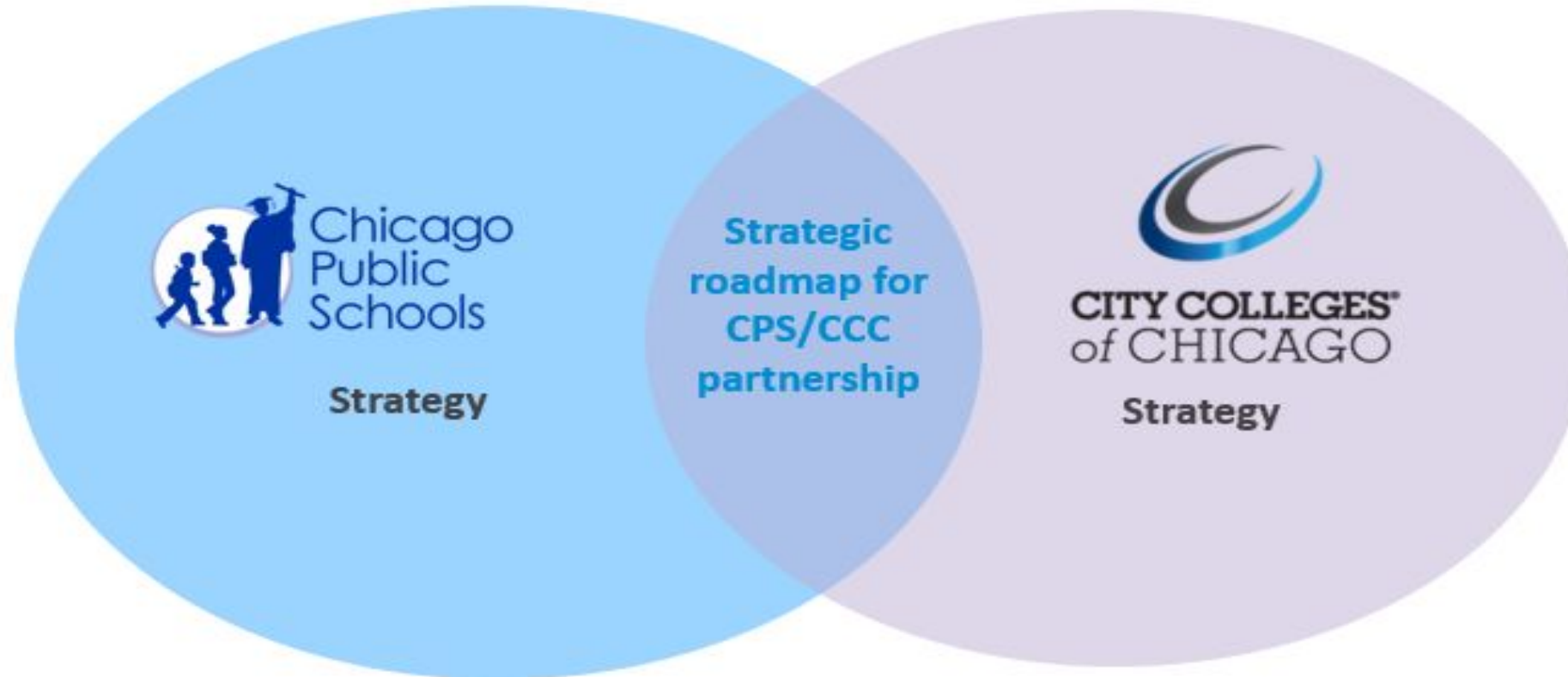


# Model Programs of Study in Action

City Colleges of Chicago



# What is the Chicago Roadmap?



The Chicago Roadmap is a comprehensive partnership agreement between City Colleges of Chicago and Chicago Public Schools, that seeks to **break down institutional silos** and focus on **transformational practices** that build on Chicago's **public education value proposition**.



# The Roadmap Development Process

## Foundational Research

- Education First conducted background research, analyzed program artifacts from CPS and CCC and key partner organizations
- Analyzed disaggregated student data provided by CPS and CCC

## Analysis of Strengths & Challenges

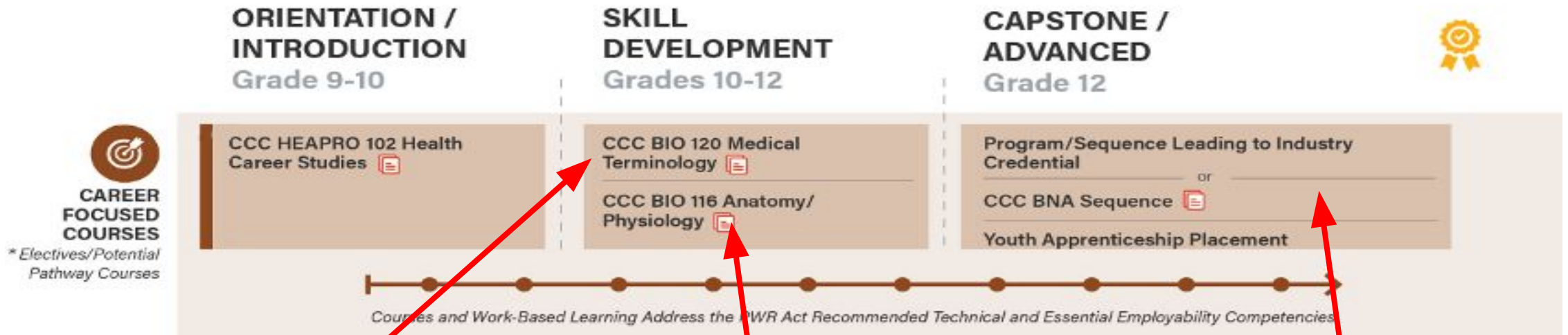
- Interviewed 52 stakeholders, convened 17 nonprofits and 15 philanthropic partners, conducted 12 focus groups with students, parents, faculty and staff, and interviewed 10 national experts and leaders of K-12 and community college systems partnerships
- Created detailed report on current assets and **12 key challenges** in Chicago

## Planning & Development

- Team of 25 CPS & CCC stakeholders translated the research into an actionable document
- **Developed 5 Key Domains for the roadmap and 9 game-changers for equity strategies to address the key challenges, and this became the foundation for the Roadmap**
- From here, we developed the yearly strategies needed to “solve for” the challenges
- Developed governance structure, fundraising needs, and yearly roadmap working plan



# CPS-CCC Healthcare Pathway



- ✓ No prerequisites for students!
- ✗ Hard to credential for faculty.

- ✓ Only prerequisite is successful completion of Bio 120

- ✓ Customizable options for students
- ✓ Bio 120, Bio 116 and BNA all prerequisites for Registered Nurse program



# Problem-solving for Bio 120 (hard to credential)

In FY21, CCC piloted a new “Model C” for delivering Dual Credit: a CCC Faculty teaching CPS classes synchronously and virtually.

- We were able to offer dual credit to schools that never had it before, due to small size of school, lack of dual-credit qualified teachers, or schools without a full class of qualified students
- Model C can be offered to multiple schools at the same time

BIO 120, a required class for most healthcare pathways, is now offered to students across CPS. Students from these schools participated :

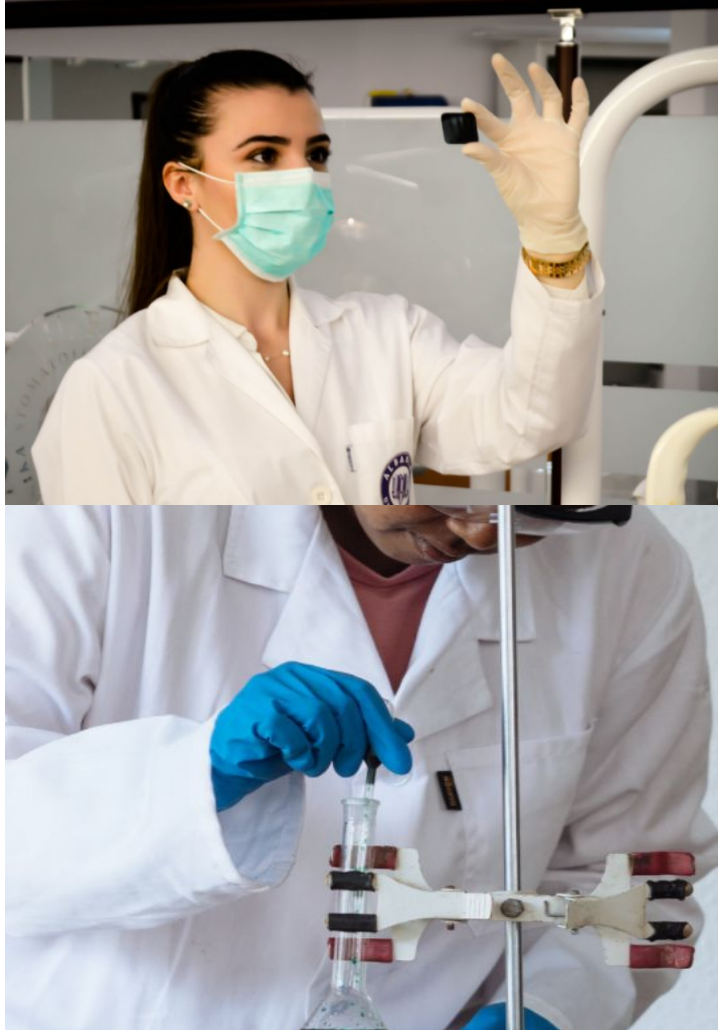
- **Southshore**
- **Gage Park HS**
- **Julian HS**
- **Roosevelt HS**
- **Clemente HS**
- **Juarez HS**
- **Sullivan HS**

Additional new Model C offerings include:

- **Afr. American Studies:** TRIO program
- **Afr. American Studies:** Gary Comer Youth Center
- **Math:** Noble Street DRW HS
- **Criminal Justice:** Perspectives Joslin
- **Business:** King HS, Perspectives Joslin HS and MSA HS
- **English:** King HS
- **English:** Perspectives MSAHS



# Healthcare Career Pathway Launched at 8 CPS High Schools this Fall



**124** students started in Healthcare Model Pathway now, in Fall 2021 at: CVCA, Dunbar, Gage Park, Instituto Health Sciences, Juarez, North Grand, South Shore, and Washington High Schools

**135** students will start in the Spring.

## Sophomore Course

Intro to Medical Terminology (Bio 120)

\*new to healthcare pathway

## Junior Course

Anatomy and Physiology (Bio 116)





# Next Steps for CPS/CCC Model Pathway Implementation:

## DEVELOPMENT

- CPS & CCC are working collaboratively to develop a model pathway in **Construction Technology/Master Builder program**. Our goal is to have this fully developed and ready for implementation in FY23.

## INCUBATION

- We are currently incubating 2 Model Pathways: **Information Technology (3 tracks)** and **Advanced Manufacturing**
- Incubating means building knowledge of these programs at high schools, selecting & prepping schools for an FY23 start.

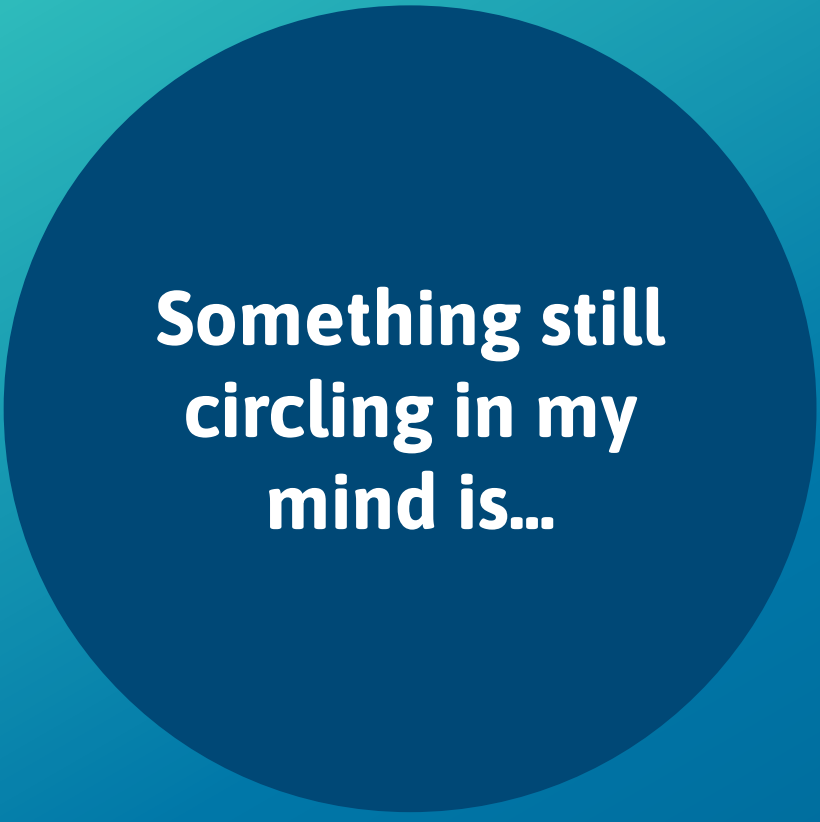
## IMPLEMENTATION

- **Healthcare Model Pathway** is implemented in 8 CPS high schools. We plan to increase the # of high schools with the Healthcare Model Pathway in FY23.



# Model Programs of Study Feedback and Next Steps






**Something still  
circling in my  
mind is...**



**Something that  
squares with my  
thinking is...**



**Three  
takeaways I  
have are...**

# Feedback:

## Survey QR Code



[https://niu.az1.qualtrics.com/jfe/form/SV\\_4VhZXbPLe740vC6](https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6)



# Survey Questions:

## **Model Programs of Study**

Assess the implementation of the Model Programs of Study.

## **Advisory Committee**

Assess the effectiveness of the committee or join an upcoming committee.

## **Webinar Review**

Assess the effectiveness of the Webinar session.



# Next Steps: Upcoming Statewide Model Programs of Study Webinars

## Education

October 19, 2021 | 2-3:30pm

## Manufacturing and Engineering

November 16, 2021 | 2-3:30pm

## Information Technology

January 11, 2022 | 2-3:30pm

## Agriculture, Food, and Natural Resources

January 25, 2022 | 2-3:30pm

## Architecture, Construction, and Energy

February 22, 2022 | 2-3:30pm

## Finance and Business Services

March 15, 2022 | 2-3:30pm

## Arts and Communications

April 19, 2022 | 2-3:30pm



# Next Steps: Potential Statewide Model POS Guides Creation

Potential Guides

(Will narrow to 2 of the 3 to the right)

Human and Public Services  
(Non-Education)

Culinary and Hospitality

Transportation, Distribution and  
Logistics



[Link to I-WIN Resource Hub](#)



**I-WIN**

Illinois Work-Based Learning  
Innovation Network

[Subscribe to the I-WIN Newsletter!](#)



Highlight and explore innovative models for work-based learning, initial focus on virtual



Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, with a focus on building social capital for Black and Latinx students



Build connections among communities to share best practices, learnings and resources



Identify needs for state policy changes or support systems







**Education Systems Center**

NORTHERN ILLINOIS UNIVERSITY

**Thank You**

**Survey: [https://niu.az1.qualtrics.com/jfe/form/SV\\_4VhZXbPLe740vC6](https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6)**

**Guides: [edsystemsniu.org/guides](https://edsystemsniu.org/guides)**

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