

Statewide Model Programs of Study Education

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 Education
- POS in Action: Sauk Valley College
- Feedback and Next Steps



Welcome from Illinois Community College Board



Janelle Jones
Director for CTE



EdSystems Staff



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:

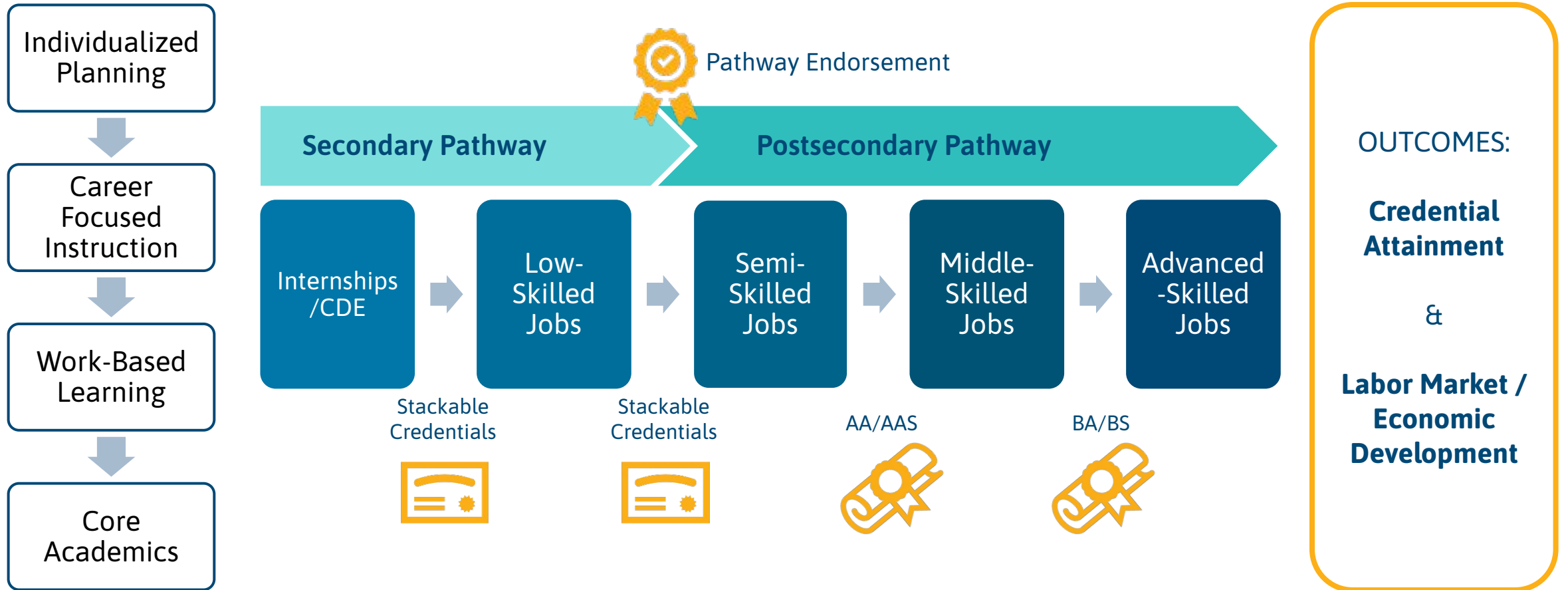
- High school faculty working in pathways
- Community College faculty and staff (e.g. academic deans & department heads, early college liaisons, etc.)
- Education for Employment System Directors

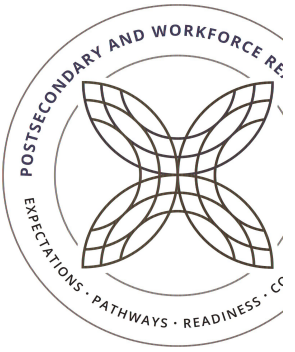
Subsequent Presentations

- November = Manufacturing and Engineering
- January = Information Technology
- February = Agriculture, Food, and Natural Resources

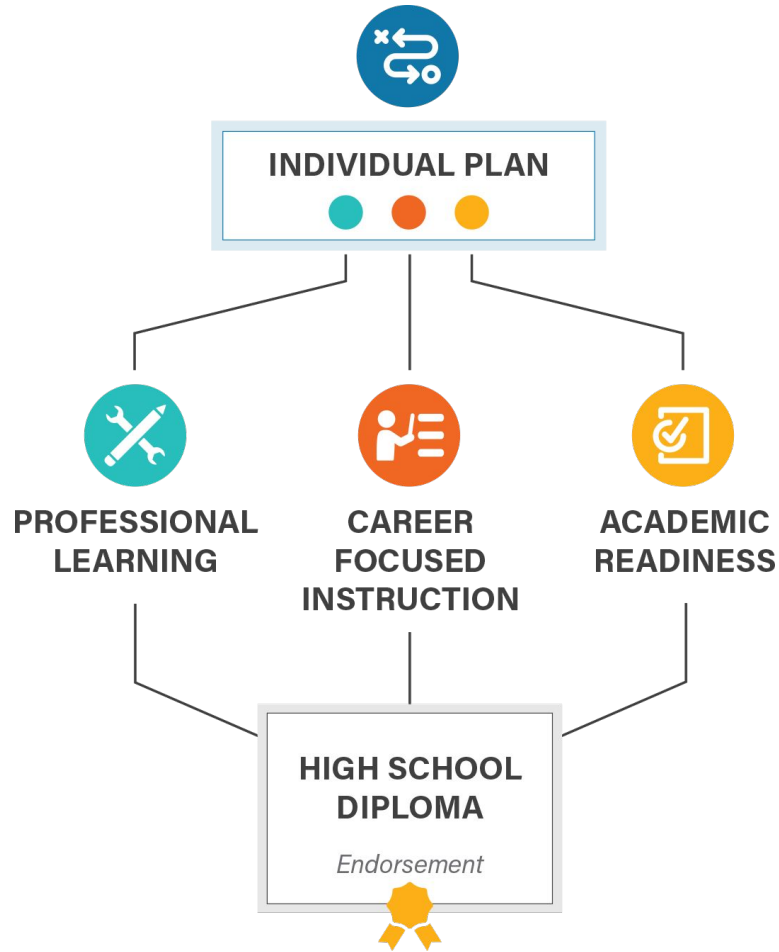


State Pathways Model





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	

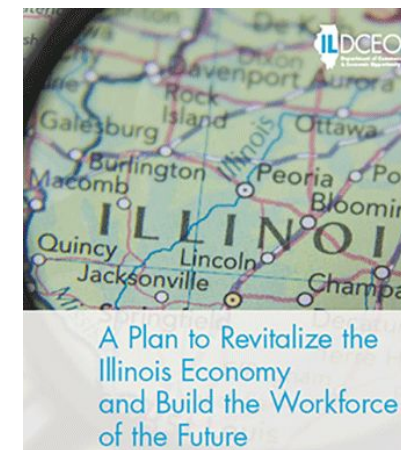
ACADEMIC READINESS

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

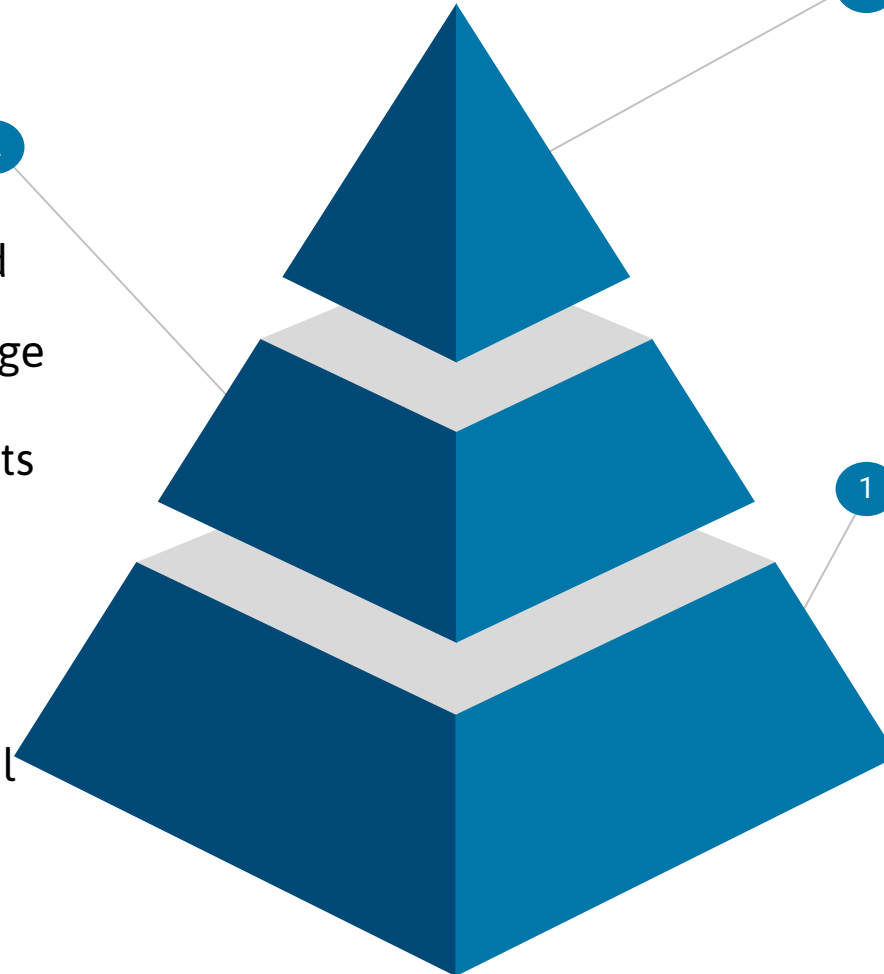


State Pathways Policy Framework: College, Career and Life Ready

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

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



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

Common CC Programs



Leading to Occupations/Careers

Guided Transfer

- Business AA^{**^^}
- Accounting AA^{**^^}
- Actuary AA^{^^}

Business AAS, with specialities/certs^{^^}

- General,^{**}
- Insurance,
- HR,^{**}
- Entrepreneurship,^{**}
- Management,^{**}
- Marketing,^{**}
- Hospitality^{**}

Supply Chain

- Supply Chain AAS, AA/AS^{^^}

Accounting

- Accounting AAS^{**^^}

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

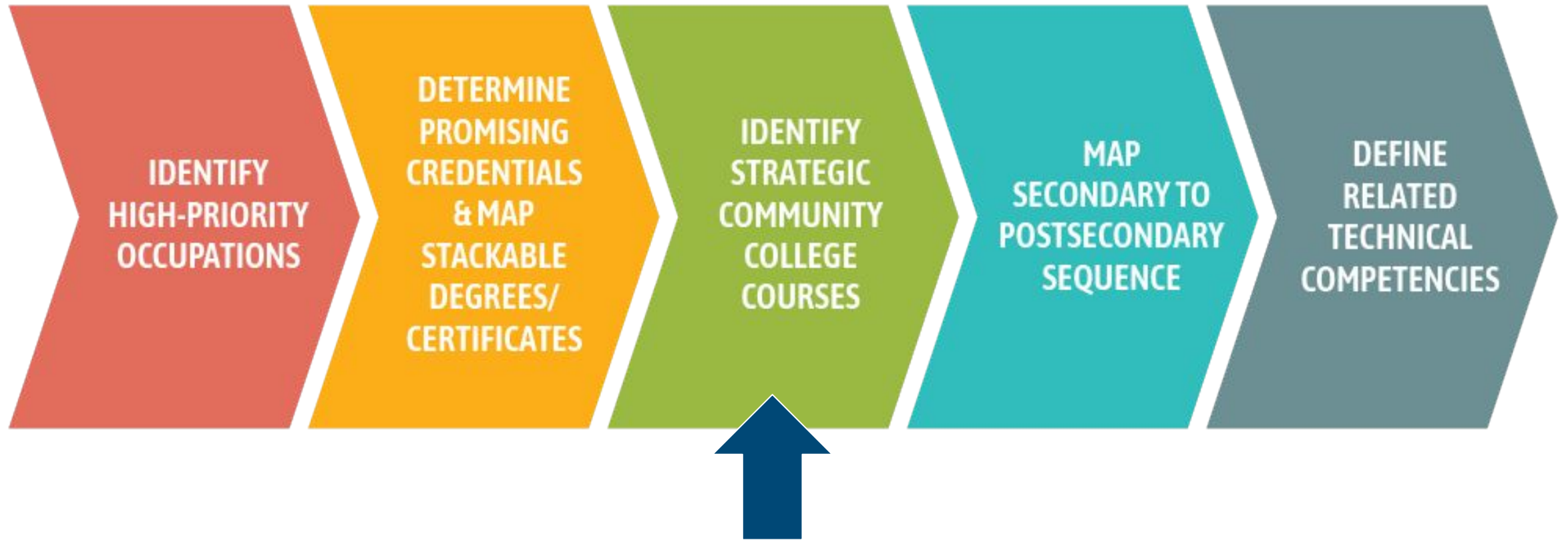
- Supply Chain Manager OR Production, Planning, & Expediting Clerks

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


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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 1 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)



State of Illinois
Model Programs of Study Guide:
Education

October 2020

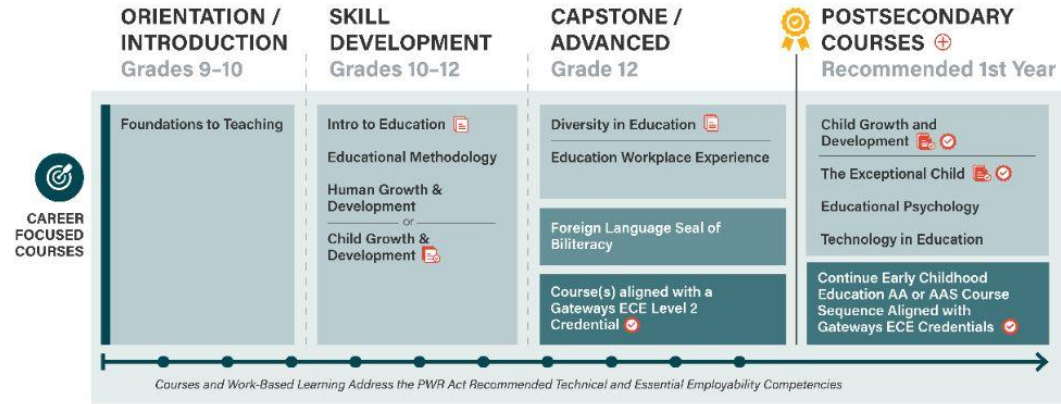


Review of the Education Guide

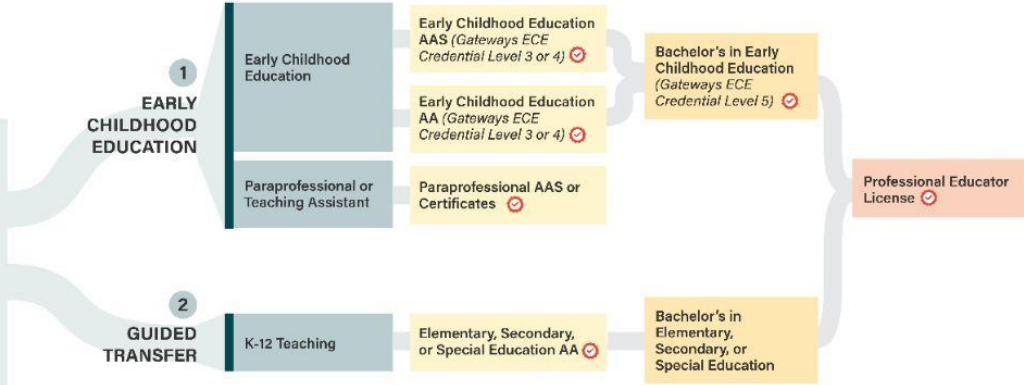




Model Programs of Study Guide: Education



POSTSECONDARY OPTIONS



WORK-BASED LEARNING	SCIENCE	SOCIAL SCIENCE	MATH	ENGLISH
Career Exploration (2) Team-Based Challenge	Science Sequence	Social Science Sequence	Algebra Geometry	English Sequence
Team-Based Challenge Career Development Experience or Youth Apprenticeship	Science Sequence	US History US Government & Politics	Geometry Algebra 2 Pre-Calculus	English Sequence
Team-Based Challenge Career Development Experience or Apprenticeship	Science >>	Psychology Sociology	Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus >>	Transitional English English Composition >>
			General Education Statistics Mathematics for Elementary Teaching I & II	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

SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child ¹	Median Annual Wage ²	Growth in Illinois: Annual Job Openings ²	Growth in Illinois: % Change Over 10 years ²	Stackable?	
1	AAS Early Childhood Education	Preschool and Childcare Center/Program Teachers, Except Special Education	N	\$29,720	2,230	10%	Typically Stacks to Related Bachelor's Program at Select IL Universities
	AAS Paraprofessional or Teaching Assistant	Teacher Assistants	N	\$27,310	6,090	5%	
	AA Early Childhood Education	Education Administrators, Preschool and Childcare Center/Program	Y	\$50,830	250	9%	Typically Stacks to Bachelor's Program
2	AA Elementary Education	Elementary School Teachers	Y	\$60,250	4,330	4%	Typically Stacks to Bachelor's Program
	AA Secondary Education	Secondary School Teachers, Except Special and Career/Technical Education	Y	\$69,610	3,110	4%	
	AA Special Education	Special Education Teachers, Kindergarten and Elementary School	Y	\$65,190	450	3%	

1. Living wage calculations are based on MIT's Living Calculator (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)



SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

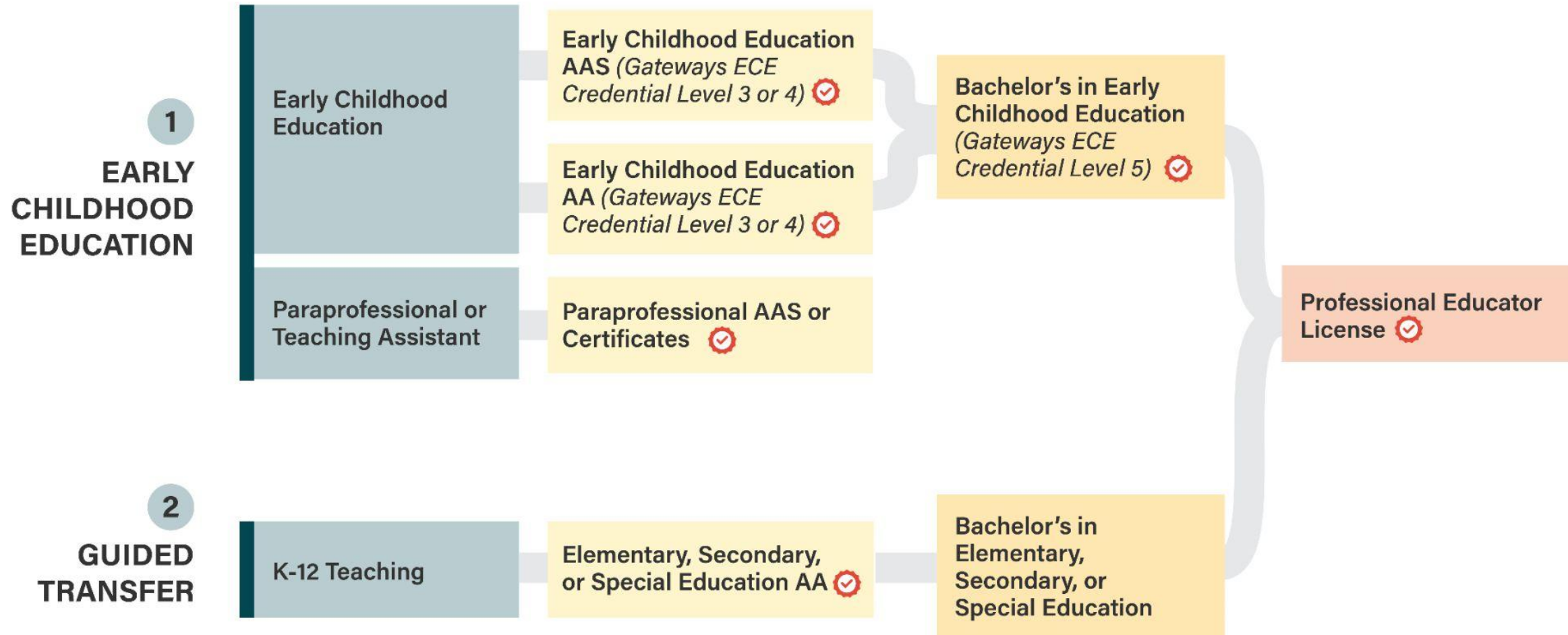
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POSTSECONDARY OPTIONS





ORIENTATION / INTRODUCTION Grades 9-10

Foundations to Teaching

SKILL DEVELOPMENT Grades 10-12

Intro to Education 
 Educational Methodology
 Human Growth & Development
 or
 Child Growth & Development 

CAPSTONE / ADVANCED Grade 12

Diversity in Education 
 Education Workplace Experience
 Foreign Language Seal of Bilingualism
 Course(s) aligned with a Gateways ECE Level 2 Credential 

POSTSECONDARY COURSES Recommended 1st Year

Child Growth and Development  
 The Exceptional Child  
 Educational Psychology
 Technology in Education
 Continue Early Childhood Education AA or AAS Course Sequence Aligned with Gateways ECE Credentials 


CAREER FOCUSED COURSES



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


WORK-BASED LEARNING

Career Exploration (2)
 Team-Based Challenge

Team-Based Challenge
 Career Development Experience
 or
 Youth Apprenticeship

Team-Based Challenge
 Career Development Experience
 or
 Apprenticeship



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

ORIENTATION / INTRODUCTION
Grades 9-10

SKILL DEVELOPMENT
Grades 10-12

CAPSTONE / ADVANCED
Grades 12

 **POSTSECONDARY COURSES** 
Recommended 1st Year



Science Sequence

Science Sequence

Science 

Science 



Social Science Sequence

US History 
US Government & Politics 



Psychology 



Psychology 
Sociology 



Algebra
Geometry

Geometry
Algebra 2
Pre-Calculus


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



General Education Statistics 
Mathematics for Elementary Teaching I & II 



English Sequence

English Sequence

Transitional English
English Composition 

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



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Strategic Dual Credit Course Competencies

INTRODUCTION TO EDUCATION

Key Competencies

History and Philosophy of Education

- Future educators can demonstrate their understanding of curriculum development, learning theory, assessment, and instructional technology in order to maximize student learning.
- Future educators can identify the various philosophies of education, explain their evolution, application, and impact on American education, and use them as a basis for developing their own philosophy of teaching.

Student Development and Learning

- Future educators can use their understanding of learner development theory, including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking to identify appropriate content and supports for students.
- Future educators can apply their understanding of various theories of human growth and development in order to analyze, explain and ask questions about student behavior and learning.
- Future educators can recognize critical benchmarks in students' social-emotional learning and understand the relationship to their cognitive learning trajectories.
- Future educators can understand the range of diverse characteristics and abilities of students in order to support all students in their classroom.

Role of the Community and Collaboration

- Future educators can outline the role and influence of families and communities on children's development, learning, and early childhood education experiences in order to achieve positive developmental and behavioral outcomes for students.
- Future educators can effectively access and analyze data sources such as the Illinois School Report Card in order to critically evaluate the relationship between schools and the surrounding community.
- Future educators can identify local, regional and national initiatives that can be used to support positive student outcomes in their classroom.
- Future educators can understand the relationship between school, community, and home in order to engage all stakeholders to yield student success.

CONTINUED: INTRODUCTION TO EDUCATION

Key Competencies

Reflection and Professional Growth

- Future educators can identify the knowledge and skills necessary to be an effective educator including meeting individual student needs, serving diverse learners, adhering to a professional code of ethics, and understanding school governance in order to reflect and improve upon one's own practice.
- Future educators can apply reflective thinking skills in order to learn from observational and practical classroom experiences.
- Future educators can think critically about their own assumptions, biases, lived experiences and understandings of education in order to explore alternative approaches and ideas.
- Future educators can identify a wide range of career paths in the field of education in order to create and prepare for a personal career plan.

Health, Safety, and Legal Responsibilities

- Future educators can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures and local, state, and federal law.
- Future educators can analyze laws, policies, and procedures in education in order to understand how they impact instruction and students.
- Future educators can design a safe and ethical learning environment in order to ensure all students feel respected, valued, and able to learn.



DIVERSITY IN EDUCATION

Key Competencies

Creating an Environment of Respect and Rapport

- Future educators can use their understanding of the diversity of language, culture, and ability in order to ensure an inclusionary environment for all students to learn.
- Future educators can use their understanding of motivational, social and physical/ environmental elements within the classroom in order to ensure an inclusionary environment for all students to learn.
- Future educators can recognize systemic historical obstacles and inaccuracies in order to create classroom cultures that dismantle bias and promote equity.

Demonstrating Knowledge of Teaching Diverse Students

- Future educators can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.
- Future educators can use their understanding of cultural, linguistic, cognitive, physical, and social and emotional differences in order to plan instruction that meets the needs of each student.
- Future educators are culturally competent, and can identify and apply culturally responsive and anti-racist teaching practices to ensure equitable access to learning.

CONTINUED: DIVERSITY IN EDUCATION

Key Competencies

Demonstrating Knowledge of Diverse Students

- Future educators can identify how a variety of factors shape the way students learn, including belief systems, human development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, and economic circumstances.
- Future educators can acknowledge, respond to, and celebrate diverse cultures in order to provide full, equitable access to education for students from all cultures.
- Future educators can apply their understanding of implicit bias, stereotypes, language and cultural barriers, systemic racism, current events, and historical context in order to prevent misconceptions, promote connections with students and families, and improve classroom instruction.

Reflective and Responsive Teaching

- Future educators can identify, reflect on, and counter their own identities and implicit biases in order to support and build relationships with students and parents to ensure diverse voices are represented.
- Future educators can use their understanding of cultural competency, current and historical events, cross-curricular connections, and out-of-classroom realities in order to create linkages across content areas and students' lived experiences.
- Future educators apply a solutions-oriented mindset in order to overcome external factors and impact student success.
- Future educators can analyze curriculum and classroom practices in order to ensure that diverse voices are represented and infused in all learning activities.

Professionalism, Leadership, and Advocacy

- Future educators can identify and understand the role of professional organizations and advocacy groups in order to elevate their own voices and become change agents.
- Future educators can use their understanding of community and family engagement in order to connect students to opportunities for growth and effectively support learning through partnerships with caregivers and other support systems.
- Future educators can recognize the agency of traditionally marginalized populations in order to enable these groups to have a voice in the school community.
- Future educators recognize their responsibility and have the skills to advocate effectively within the school community in order to ensure the needs of all students are met.

Model Programs of Study in Action

Sauk Valley Community College





WHERE WE BEGAN

- No EDU courses offered as dual credit/dual enrollment
- ECE 114 & 115 offered for one district on campus for dual credit
- Gen Ed courses offered that qualify: COM 131 & PSY 103





WHERE WE ARE

- Pathway work course revision helped create a 2+2 agreement with WIU that had been stalled
- College met (VP Academics, Deans, EDU/ECE faculty) to determine best courses to offer as dual credit without college enrollment taking a debilitating hit
- Considered: prerequisites, transferability, entry level knowledge,





SUCCESSSES

- Revised curriculum to transfer to SVCC & WIU
- Many HS faculty meet dual credit requirements to teach EDU courses
- “Sauk Block” for districts in west area of district
- Districts investigating virtual instruction across districts
- EDU enrollment increased:
2019 & 2020: 50, 2021: 93, 2022: 82





CHALLENGES

- Cost of dual enrollment
- Filling an education specific course
- Distance to campus
- Scheduling conflicts - small district
- Offering dual credit reduces CC course enrollment
- Mindset shift from “college bound” to Education specific





EDU Dual Credit/Dual Enrollment Options

Dual Credit:

- EDU 102 - Computer Education for Teachers**
- EDU 105 - Preparing for Careers in Education **
- EDU 176 - Observation in Education
- EDU 276 - Clinical Experience for Elementary Education**

Dual Enrollment:

- EDU 210 - Diversity in Education (online)**
- EDU 221 - Children's Literature (online & on campus)
- EDU 224 - Education as an Agent for Change (online & on campus)**
- EDU 220 - Students with Disabilities in School (online & on campus)**

** No prerequisites for enrollment





ECE Dual Enrollment Options

Dual Enrollment:

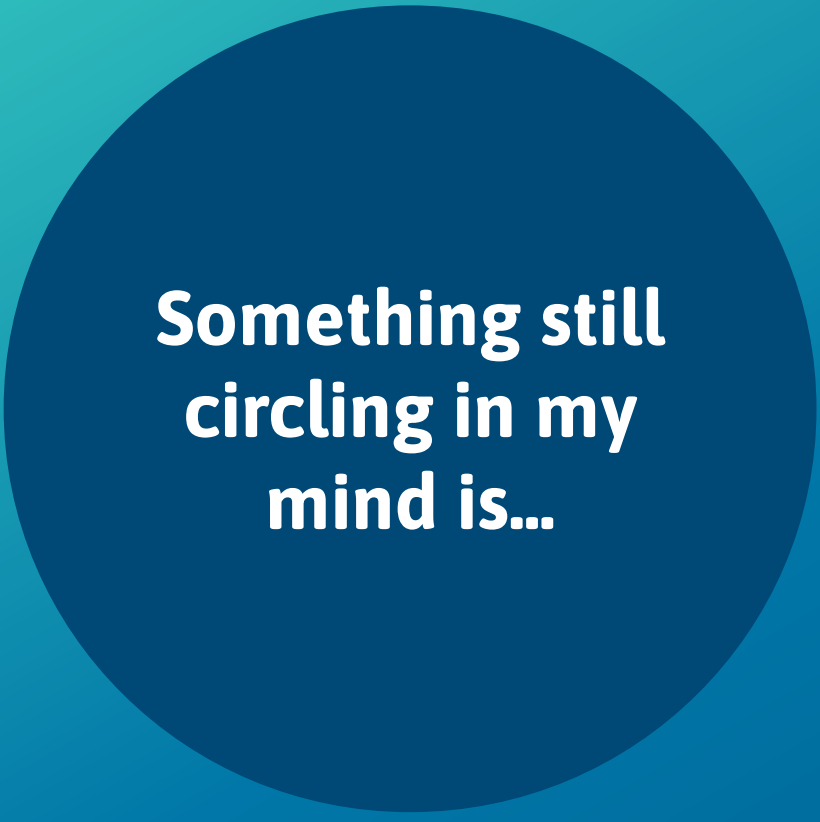
- ECE 114 - Childcare & Development**
- ECE 115 - Principles of Early Childhood Education**
- ECE 118 - Parent, Teacher, Child, Community Relations**
- ECE 228 - Child Health, Nutrition, & Safety**
- PED 220 - Rhythms & Games for Children**

**No prerequisites required

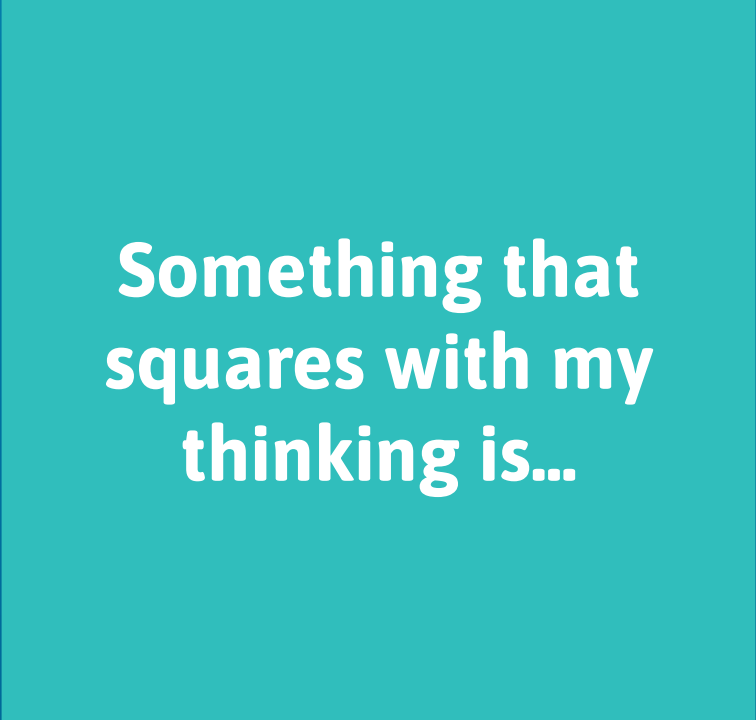


Model Programs of Study Feedback and Next Steps






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



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



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

Share Your Feedback

Survey QR Code



https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6



Survey Questions

1

Model Programs of Study

Assess the implementation of the Model Programs of Study.

2

Advisory Committee

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

3

Webinar Review

Assess the effectiveness of the Webinar session.



Next Steps: Upcoming Statewide Model Programs of Study Webinars

Manufacturing and Engineering

November 16, 2021 | 2–3:30 p.m.

Architecture, Construction, and Energy

February 22, 2022 | 2–3:30 p.m.

Information Technology

January 11, 2022 | 2–3:30 p.m.

Finance and Business Services

March 15, 2022 | 2–3:30 p.m.

Agriculture, Food, and Natural Resources

January 25, 2022 | 2–3:30 p.m.

Arts and Communications

April 19, 2022 | 2–3:30 p.m.



Next Steps: Potential Statewide Model POS Guides Creation

Select 2 from the following:

**HUMAN & PUBLIC
SERVICES** 

(Non-Education)

HOSPITALITY 
& TOURISM 

Culinary and Hospitality

**TRANSPORTATION
DISTRIBUTION
AND LOGISTICS** 





I-WIN

Illinois Work-Based Learning
Innovation Network



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, focusing on building social capital for Black and Latinx students

Explore the [Resource Hub](#) and [sign up for the newsletter](#)



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

Guides: edsystemsniu.org/guides
