

Statewide Model Programs of Study Arts and Communication

April 19, 2022

3:30pm

Thank you for joining!
We will get started shortly.



Education Systems Center

NORTHERN ILLINOIS UNIVERSITY

Quick Notes

- We highly encourage you to use the Q&A and Chat Box
- This webinar is being recorded

Agenda

- 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 Arts and Communication
- POS in Action: Mattoon High School / Lake Land College
- Feedback and Next Steps



Welcome from Illinois Community College Board



Janelle Washington
Director for CTE



EdSystems Staff



Heather Penczak
Director of Innovation and
Implementation



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



Innovation

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

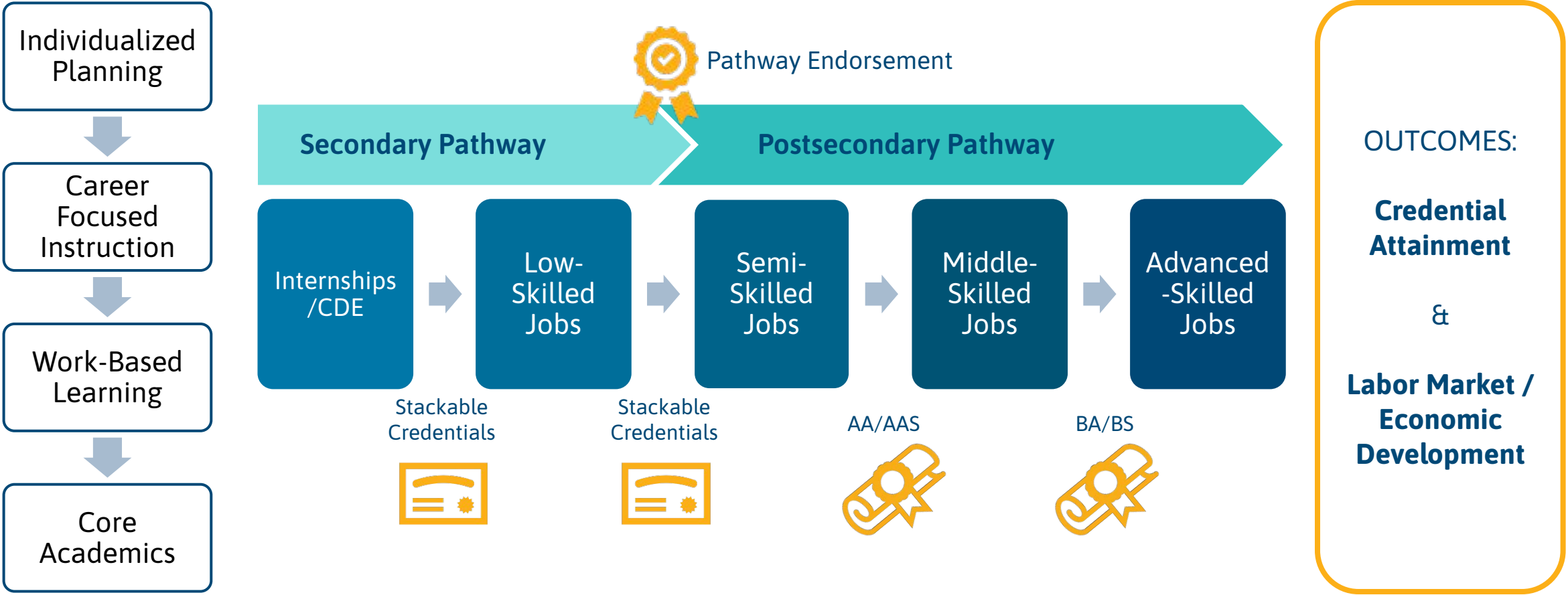
Intended audiences:

- 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

View Previous Presentations: edsystemsniu.org/guides

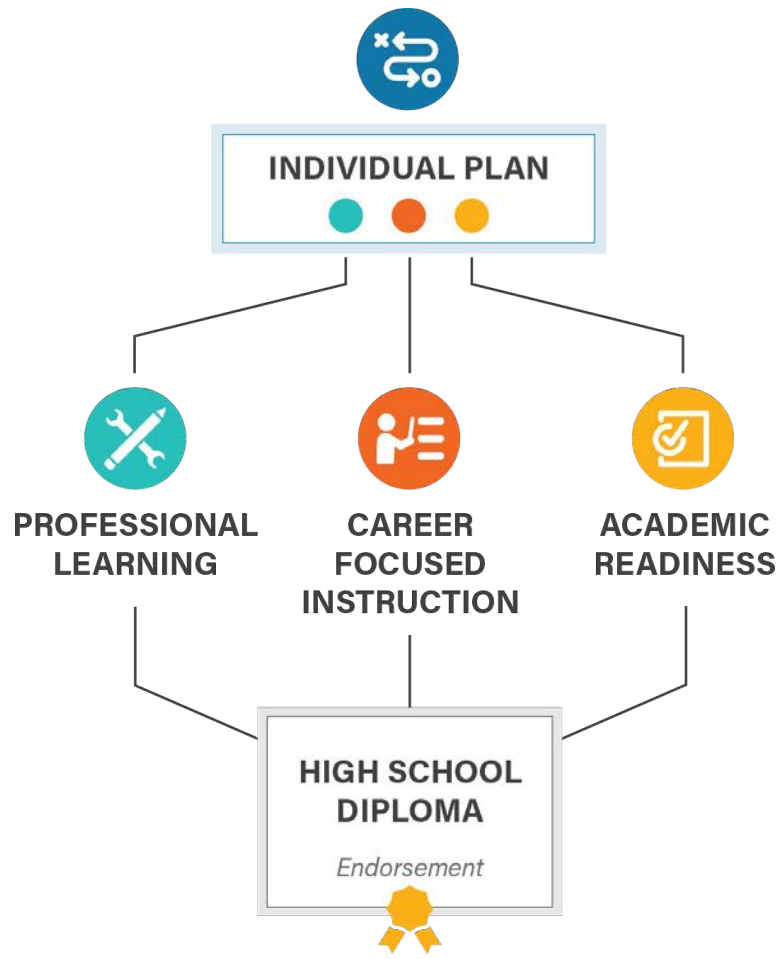


State Pathways Model





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

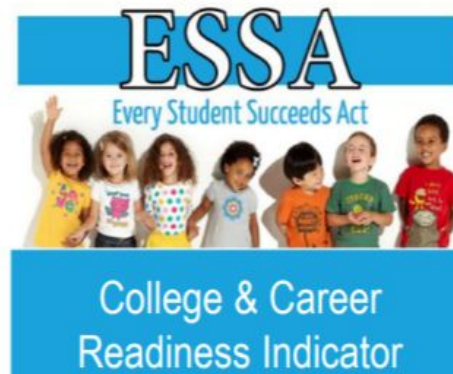
Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Policy Alignment



TEACH ILLINOIS
STRONG TEACHERS, STRONG
CLASSROOMS
POLICY SOLUTIONS TO ALLEVIATE TEACHER SHORTAGES IN ILLINOIS
SEPTEMBER 2018

ILLINOIS STATE BOARD OF EDUCATION



A Plan to Revitalize the
Illinois Economy
and Build the Workforce
of the Future

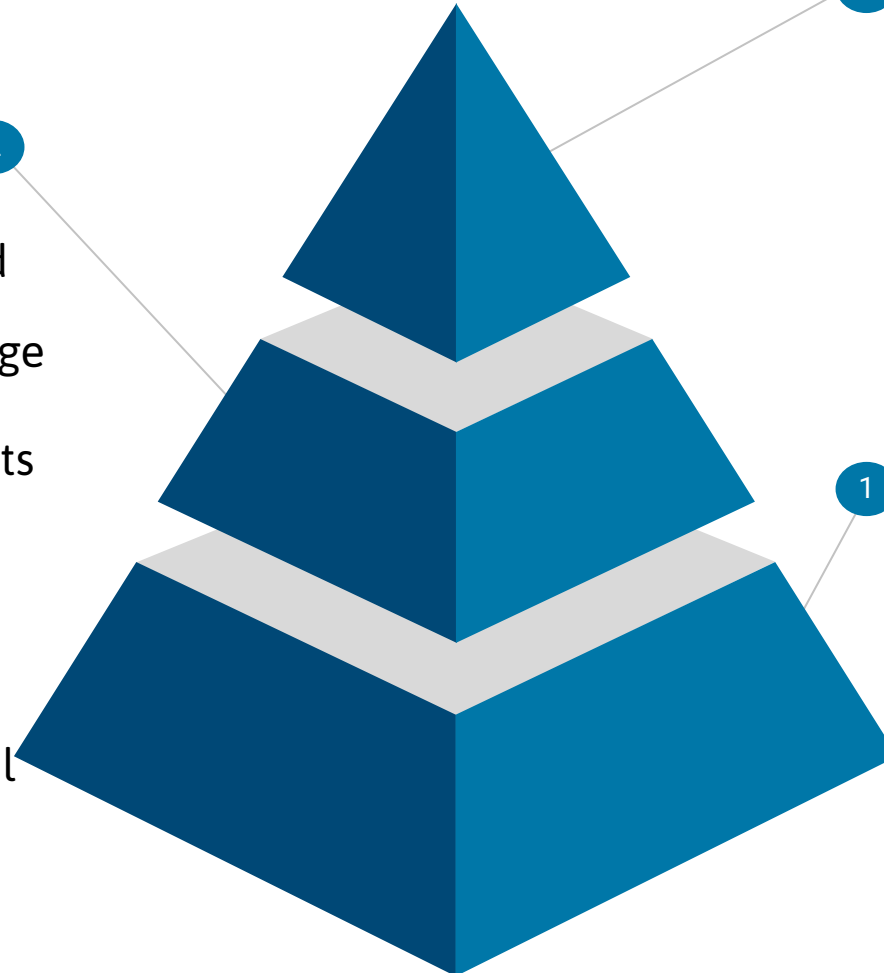


State Pathways Policy Framework: College, Career and Life Ready

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



Next Steps: Statewide Model POS Guides Creation

2022

**HUMAN & PUBLIC
SERVICES** 

(Non-Education)

HOSPITALITY 
 **& TOURISM**

Culinary and Hospitality





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

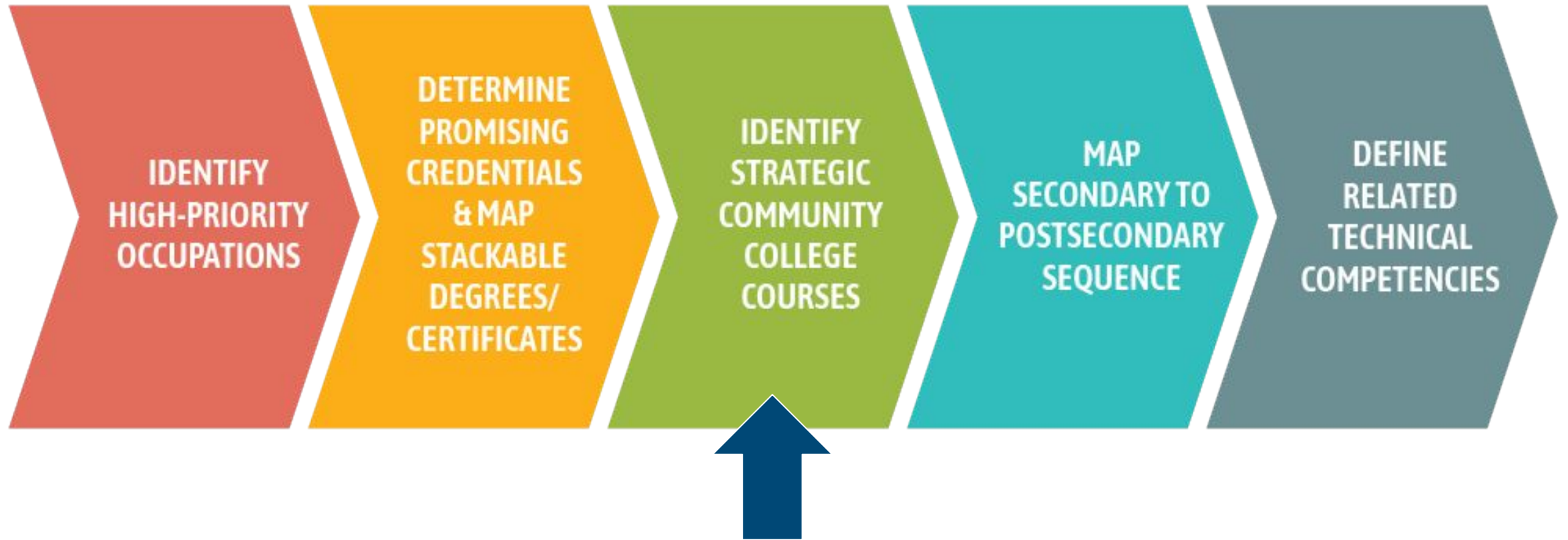
- Supply Chain Manager OR Production, Planning, & Expediting Clerks

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				

21 22 23 24 25 26 27 28

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:
Arts and Communications

August 2021



Review of the Arts and Communication Guide





Model Programs of Study Guide: Arts & Communications

Education Systems Center
PORTLAND ILLINOIS UNIVERSITY | ICCB

	ORIENTATION / INTRODUCTION Grades 9-10	SKILL DEVELOPMENT Grades 10-12	CAPSTONE / ADVANCED Grades 12	POSTSECONDARY COURSES Recommended 1st Year
CAREER FOCUSED COURSES	<ul style="list-style-type: none"> Beginning Digital Graphics or Beginning Graphic Communication Introduction to Performing Arts Beginning Audio/Visual Production or Production Technology 	<ul style="list-style-type: none"> Drawing I or AP Drawing or Intro to Digital Design or Digital Graphics Stagecraft Introduction to Media and Communication Arts/Mass Communication or Audio/Visual Production I & II 	<ul style="list-style-type: none"> 2-Dimensional Design or AP 2-D Art & Design Graphic Communications I & II Acting I or Art, Music, Dance, Film, or Theater Appreciation Introduction to Broadcasting or Multimedia Production 	<ul style="list-style-type: none"> Drawing II 3-Dimensional Design Graphic Design I Acting II or Performance of Literature Introduction to Audio Production Writing for Multimedia Interpersonal Communication
WORK-BASED LEARNING	<ul style="list-style-type: none"> Career Exploration (2) * or Team-Based Challenge * 	<ul style="list-style-type: none"> Team-Based Challenge * Career Development Experience or Youth Apprenticeship 	<ul style="list-style-type: none"> Team-Based Challenge Career Development Experience or Apprenticeship 	
SCIENCE	Science Sequence	Science Sequence	Science Sequence	Science Sequence
SOCIAL SCIENCE	Social Science Sequence	Social Science Sequence	AP Art History »	Art Appreciation
MATH	Algebra or Geometry	Geometry or Algebra 2 or Pre-Calculus	Transitional Math: Quantitative Literacy Statistics or Pre-Calculus or Calculus » or General Education Statistics	General Education Statistics
ENGLISH	English Sequence	English Sequence or Oral Communication	AP Language & Composition » or English Composition I & II	English Composition I & II
ELECTIVES	Business & Technology Concepts or Foundations to Teaching	Entrepreneurship or Intro to Education / Educational Methodology	Introduction to Website Development or Diversity in Education or Business Management / Intro to Marketing	Introduction to Website Development or Entrepreneurship or Introduction to Education

** May be offered through Career and Technical Student Organizations (CTSOs) including Business Professionals of America (BPA), Future Business Leaders of America (FBLA), SkillsUSA Illinois, and Technology Student Association (TSA)*

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 ¹	Median Hourly Wage ²	Growth in IL: Annual Job Openings ²	Growth in IL: % Change Over 10 years ²	Stackable?
1 Fine Arts & Design	Commercial & Industrial Designer	Y	\$30.18	170	4%	Typically Stacks to Bachelor's Program AFA and AAS Degrees Typically Stack to Related Bachelor's Program at Select Illinois Universities
	Fine Artists, Sculptors & Illustrators	N	\$20.43	50	3%	
	Multimedia Artists and Animators	Y	\$29.74	190	3%	
	Graphic Designers	Y	\$26.10	1,130	6%	
	Interior Designers	Y	\$24.17	270	4%	
2 Performing Arts	Producers & Directors	Y	\$29.37	360	12%	
	Musicians & Singers	Y	\$32.29	510	2%	
	Music Directors & Composers	N	\$18.18	250	1%	
	Dancers & Choreographers	N	\$17.15-\$24.97	2,400	1%	
3 Mass Media & Communication	Broadcast News Analysts	Y	\$24.51	30	0%	
	Public Relations Specialist	Y	\$27.43	960	7%	
	Producers	Y	\$29.37	360	12%	
	Film and Video Editors	Y	\$30.69	50	13%	
	Sound Engineering Technicians	Y	\$26.89	40	5%	
Photographer	N	\$16.31	26	18%		

1. Living wage calculations are based on: Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. livingwage.mit.edu. As of January 2021 for the state of Illinois, the "Living Wage" for 1 Adult + 1 Child equaled \$26.27/hour and "near", defined as 85% of that statewide living wage, was \$22.33/hour. In March of 2021, the Living Wage calculator updated its calculations for Illinois, but information presented in this guide reflects the wage levels as of January 2021, when the project team conducted its analysis.

2. U.S. Department of Labor, CareerOnestop (careeronestop.org/explorecareers), Illinois Department of Employment Security Virtual Labor Market Information (www2.illinois.gov/sides)



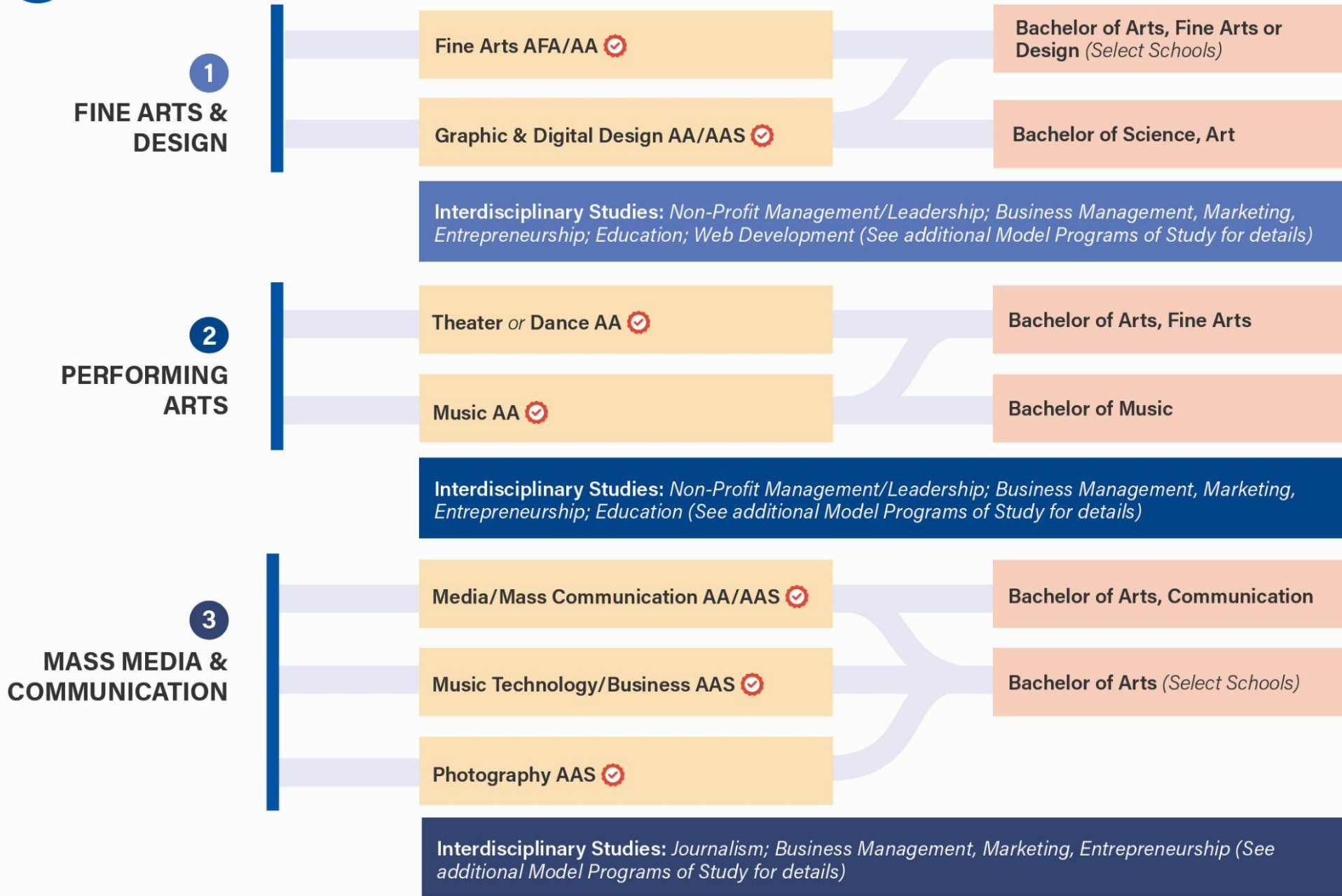
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POSTSECONDARY OPTIONS



ORIENTATION / INTRODUCTION Grades 9-10

SKILL DEVELOPMENT Grades 10-12

CAPSTONE / ADVANCED Grades 12



POSTSECONDARY COURSES + Recommended 1st Year

CAREER FOCUSED COURSES

Fine Arts & Design

Performing Arts

Mass Media & Communication

Beginning Digital Graphics
or Beginning Graphic Communication

Introduction to Performing Arts

Beginning Audio/Visual Production or Production Technology

Drawing I or AP Drawing

Intro to Digital Design or Digital Graphics

Stagecraft

Introduction to Media and Communication Arts/Mass Communication or Audio/Visual Production I & II

2-Dimensional Design or AP 2-D Art & Design

Graphic Communications I & II

Acting I or Art, Music, Dance, Film, or Theater Appreciation

Introduction to Broadcasting or Multimedia Production

Drawing II 3-Dimensional Design Graphic Design I

Acting II or Performance of Literature

Introduction to Audio Production Writing for Multimedia Interpersonal Communication

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

* May be offered through Career and Technical Student Organizations (CTSOs) including Business Professionals of America (BPA), Future Business Leaders of America (FBLA), SkillsUSA Illinois, and Technology Student Association (TSA)



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 SOCIAL SCIENCE MATH ENGLISH ELECTIVES	Science Sequence	Science Sequence	Science Sequence	Science Sequence
	Social Science Sequence	Social Science Sequence	AP Art History >>	Art Appreciation 📖
	Algebra or Geometry	Geometry or Algebra 2 or Pre-Calculus	Transitional Math: Quantitive Literacy Statistics or Pre-Calculus or Calculus >> or General Education Statistics 📖	General Education Statistics 📖
	English Sequence	English Sequence Oral Communication 📖	AP Language & Composition >> or English Composition I & II 📖	English Composition I & II 📖
	Business & Technology Concepts Foundations to Teaching	Entrepreneurship 📖 Intro to Education 📖 / Educational Methodology	Introduction to Website Development 📖 Diversity in Education 📖 Business Management / Intro to Marketing 📖	Introduction to Website Development Entrepreneurship Introduction to Education



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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INTRODUCTION TO DIGITAL DESIGN

Key Competencies

Principles and Theory of Design	<ul style="list-style-type: none">• Students are aware of intellectual property rights and understand ethics of copyright laws.• Students can demonstrate proficiency in industry-standard software and techniques as a graphic design tool.• Students can recognize and use foundational skills of the digital design industry to employ appropriate processes and design thinking.• Students understand current and future trends in the field of digital design in order to create and prepare for a personal career plan.
Application	<ul style="list-style-type: none">• Students can employ digital equipment and applications to create, manage, modify and present images.• Students can use their ability to identify and evaluate appropriate content and data in order to apply knowledge, revise, and refine individual works and presentations.• Students can apply effective visual design, media integration and layout principles in order to produce a cohesive work.• Students can design solutions to real-world problems by applying design principles and ethics using design thinking to emphasize, define the problem, ideate, prototype, and test.
Communicating a Message	<ul style="list-style-type: none">• Students can create a product that solves creative problems with visual clarity in alignment with audience/client expectations.• Students can critically assess their artwork through self-reflection and visual analysis.• Students can use their understanding of developing and adhering to an identity and core message in order to maintain consistency, market, and influence customer and community behavior.• Students can use marketing research, analytical thinking, and problem-solving techniques to adapt their message and communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.

Strategic Dual Credit Course Competencies



MULTIMEDIA PRODUCTION

Key Competencies

Application of Design Principles	<ul style="list-style-type: none">• Students can prepare basic planning and design documents for a multimedia program that include a goal statement, program objectives, navigation and layout diagrams, and an audience analysis.• Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.• Students can demonstrate project and asset management skills in order to organize and archive files logically and effectively.• Students can apply effective visual design, media integration, and layout in order to create well-designed and cohesive multimedia publications.
Analysis of Design/ Message	<ul style="list-style-type: none">• Students can demonstrate media literacy in order to deconstruct media messages and produce and consume messages responsibly.• Students can identify the claim, data, and appeals in messages in order to deconstruct the quality of others' arguments found in written and a variety of visual forms (i.e. video; website, publications).• Students can use their understanding of how societal, cultural, and historical context influences ideas and works in order to deepen understanding and evaluation of the power, responsibility, and influence of multimedia.
Storytelling	<ul style="list-style-type: none">• Students can use their ability to select, interpret, and present artistic work in order to convey meaning and share ideas with an audience.• Students can maintain a theme across storytelling elements, including visual aids, in order to maintain consistency in a message.• Students can develop multidimensional characters and plots in order to present compelling stories to diverse audiences.• Students can use research, analytical thinking, and problem-solving techniques to communicate effectively with diverse audiences, including people with varying abilities, cultures, and backgrounds.
Working on a Team	<ul style="list-style-type: none">• Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.• Students can use adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness, in order to achieve appropriate and effective communication with diverse collaborators.• Students can work cooperatively and communicate effectively within a team and through digital collaboration platforms in order to set project deadlines, assign tasks, and meet deadlines.• Students can demonstrate effective conflict management techniques in order to productively manage conflict that leads to consensus-building.

Strategic Dual Credit Course Competencies



Model Programs of Study in Action: Laura Roberts of Mattoon High School



Department Overview



Laura Roberts

Mattoon High School

Graphic Communication Teacher

SkillsUSA Advisor

What I Teach

- **Software** - Adobe Acrobat, Illustrator, In-Design, Photoshop, Premiere, and Spark
- **Project Based Learning** - the students learn about copyright, design, project management, research and communication, and photography, graphic design and illustration, and page layout.

In addition, they learn about production and running a business. How to work with clients, present ideas, collaborate, accept feedback, and production. The students do digital, screen, dye sublimation, and vinyl printing. They also learn how to bind and finish their products.

Where We Are

Career Exploration -

Course ID: 22151A000 - Grades 9-10; no prerequisites; .5 Elective Credit

The Career Exploration course helps students learn more about some of the career focused classes at MHS. Students will rotate between the following four career programs during a semesters time; Agriculture construction/sciences, Drafting/wood shop, Graphic Communications, Food and textile design.

Graphic Arts 1 (Visual Design 1) -

Digital Media Design and Production Course ID: 11153A001 - Grades 11/12

no prerequisites; 1 Elective Credit; Dual Credit Option - CIS 088, CIS 090, or CIS 092

This course teaches is a project-based curriculum that develops key digital communication skills such as design, project management, research and communication, and photography, graphic design and illustration, and page layout technical skills using Adobe tools. After first semester, the students get to choose which course they would like to earn dual credit and become an Adobe Certified Associate in: Adobe Illustrator, Adobe In-Design, or Adobe Photoshop.

Graphic Arts 2 (Visual Design 2) -

Graphic Communication Workplace Experience Course ID: 11154A002 - Grades 12

Prerequisite - Visual Design 1 (Digital Media Design and Production); 2 Elective Credits Honors; Dual Credit Option - CIS 088, CIS 090, or CIS 092.

MHS Print shop — Workplace Experience courses provide students with work experience in a field related to graphic communications. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid).

The students get to choose which course they would like to earn dual credit and become an Adobe Certified Associate in: Adobe Illustrator, Adobe In-Design, or Adobe Photoshop. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Challenges

1. Parent/Community Opinions -

Small rural low income area, more focused on farming.

2. Student Interest -

Most don't know what it is?

3. Scheduling -

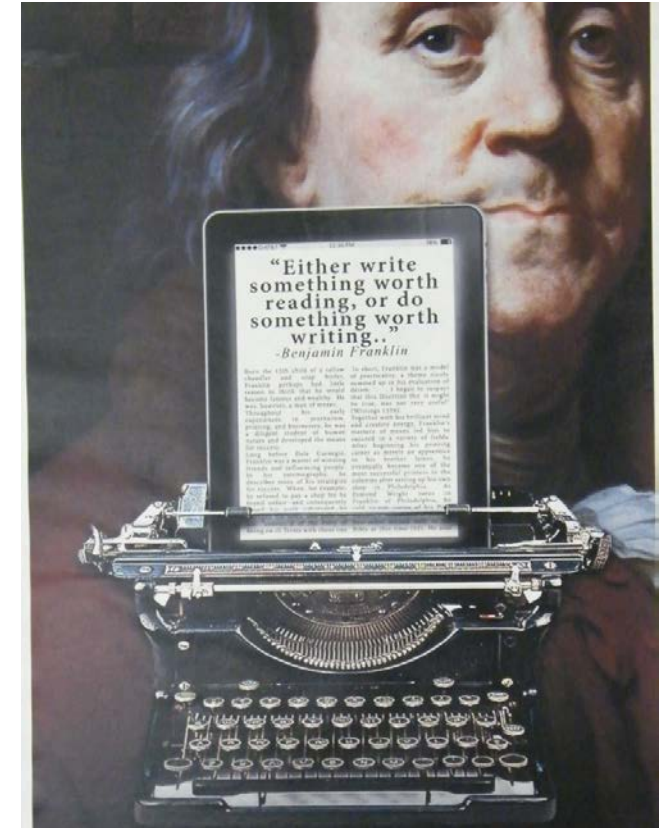
5 periods to get required courses, not much room for electives. Too many choices for electives.

4. Dual Credit -

Cost for low income families. Regulations about having dual credit and non-dual credit in the same class.

5. Clear Pathway -

Graphic Communication after high school, where to go? So many different names at higher education (Graphic Design, Digital Design, Web Design, UX Designer, Animator, etc.,)



Parents Perception of Graphic Communication

Printing Presses, Antiquated

Successes

- **Business Partners -**

Field Trips, Guest Speakers, Job Shadowing, Employment Opportunities

- **SkillsUSA -**

[SkillsUSA](#) is a partnership of students, teachers and industry working together to ensure America has a skilled workforce.

- **Dual Credit -**

Earn college credit in high school.

- **Industry Certification -**

Previously Nationally certified with [Print\[ED\]](#),
Currently students can earn [Adobe Certified Professional](#)

- **Advocacy/Marketing -**

Promoting the program, Students are best advocates.



What's Next?

- **Advocacy/Marketing to the Parents/Community -**
Promoting the program, explain how Graphic Communications has evolved. Future career options.
- **Business Partners Internships in High School -**
Work with local businesses to set up internships
- **College Partnerships to Career Pathways -**
Reach out to Illinois Colleges to talk with students/parents/community about options.




SkillsUSA Illinois
**REGISTERED
APPRENTICESHIP
PROGRAM**

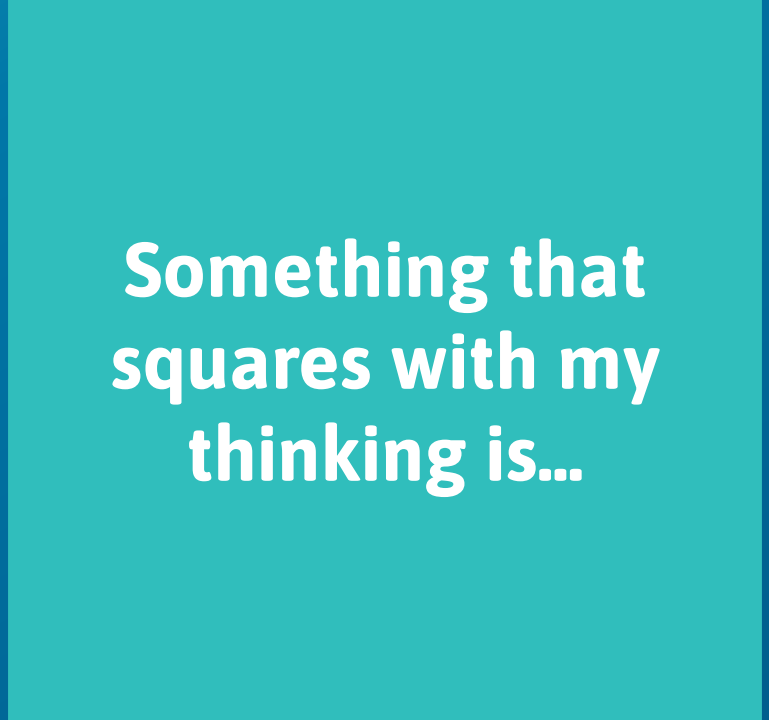


**Need to Change
Parents Perception
of Graphic Communication**

Animation, Digital, Interactive,
Social Media, Augmented
Reality, Virtual Reality

A dark blue circle containing white text.

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

A teal square containing white text.

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

A grey triangle containing white text.

**3
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.





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
