Agenda

• Background and Overview
• Model Programs of Study Mapping
• Role of Advisory Committee
• Review of Draft Content and Key Takeaways
  • Education
  • Manufacturing & Engineering
  • Information Technology
  • Health Science
• Process for Public Comment
Welcome from
Illinois Community College Board

Whitney Thompson
Senior Director for CTE
whitney.thompson@illinois.gov
Background on Model Programs of Study
Why Develop Model Programs of Study?

• The primary purposes and goals for the Model Programs of Study 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.

  • Establish a framework for State agencies to develop and implement program supports.

  • Identify priority dual credit 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.
Pathways Lens to Model Programs of Study

**Secondary Pathways**
- Interns / CDE
- Low-skilled Jobs

**Postsecondary Pathways**
- Stackable Credentials
- AA/AAS to BA/BS
- Middle-skilled Jobs
- Advanced-skilled Jobs

**Outcomes:**
- Credential Attainment & Labor Market / Economic Dev.

**Endorsements:**
- Individualized Planning
- Career Focused Instruction
- Work-based Learning
- Core Academics
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

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 2 career exploration activities or 1 intensive experience</td>
<td></td>
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</tr>
<tr>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
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</tr>
<tr>
<td>At least 2 team-based challenges with adult mentoring</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation / Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone / Advanced Courses</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.
Model Programs of Study Mapping
Model Programs of Study Process

Developed based on the following approach

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
Model Programs of Study Process

Developed based on the following approach
High Priority Occupations

Using Department of Labor data and the MIT Living Wage Calculator for the State of Illinois as a reference, High Priority Occupation defined as:

- Occupation with a positive growth outlook
- Occupations whose salaries are near or greater than the “Living Wage” 1 Adult + 1 Child.

- U.S. Department of Labor, careeronestop.org/ExploreCareers/explore-careers.aspx
- livingwage.mit.edu
- “Living Wage” for 1 Adult + 1 Child is $26.27/hour for the whole state of Illinois. “Near” is defined as 85% of the statewide living wage, which is $22.33/hour
## Special Education Teacher, Secondary School

<table>
<thead>
<tr>
<th></th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016 Employment</strong></td>
<td>6660</td>
</tr>
<tr>
<td><strong>2026 Employment</strong></td>
<td>6890</td>
</tr>
<tr>
<td><strong>Percent change</strong></td>
<td>4%</td>
</tr>
<tr>
<td><strong>Annual projected job openings</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

- **Annual projected job openings**: 500
- **85% Living Wage for 1 Adult + 1 Child**: $105,690
- **10% Pay**: $42,040
- **25% Pay**: $50,460
- **Median Pay**: $64,850
- **75% Pay**: $87,480
- **90% Pay**: $105,690

*Data Source: Northern Illinois University Education Systems Center*
Model Programs of Study Process

Developed based on the following approach

IDENTIFY HIGH-PRIORITY OCCUPATIONS

DETERMINE PROMISING CREDENTIALS & MAP STACKABLE DEGREES/CERTIFICATES
Promising Credentials

- A “promising credential” is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation.

- Credential may also be a clear precursor to a stackable credential for a high-priority occupation.
  
  - Classic Example: Certified Nursing Assistant. Hourly wage is $13.72 → credential however is required for LPN or RN, wages of $24.24 and $34.74 respectively.
Model Programs of Study Process

Developed based on the following approach

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses

Developed based on the following approach
Identify Strategic Community College Courses

- After identifying the promising credentials, the project team analyzed community college programs leading to these credentials from a sampling of 6 to 10 colleges from across Illinois, representing a mix of urban, suburban, and rural institutions.
- Categorized all of the career-focused & general education courses across programs to determine which of these courses:
  - Are most common across all programs in the sample,
  - Are broadly accessible for dual credit, and
  - Are included within the Illinois Articulation Initiative.
- Analysis and categorization process led to a recommended set of “strategic” career-focused and general education courses that provide a critical foundation for the program of study sequence.
Model Programs of Study Process

Developed based on the following approach:

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
Map Secondary to Postsecondary Sequence

<table>
<thead>
<tr>
<th>ORIENTATION / INTRODUCTION</th>
<th>SKILL DEVELOPMENT</th>
<th>CAPSTONE / ADVANCED</th>
<th>POSTSECONDARY COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td>Grades 10-12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td>Orientation Health Occupations</td>
<td>Medical Terminology Intro to Anatomy and Physiology</td>
<td>Certified Nursing Assistant Program Other Sequence Leading to Industry Credential</td>
<td>Continue AS or AAS Course Sequence</td>
</tr>
</tbody>
</table>

Courses and Work-based Learning Address the PARRC Apprenticeship and Essential Employability Competencies

<table>
<thead>
<tr>
<th>CAREER-FOCUSED COURSES</th>
<th>WORK-BASED LEARNING</th>
<th>SCIENCE</th>
<th>SOCIAL SCIENCE</th>
<th>MATH</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration (2)</td>
<td>Team-Based Challenges</td>
<td>Science Sequence</td>
<td>Social Science Sequence</td>
<td>Algebra</td>
<td>English Sequence</td>
</tr>
<tr>
<td>Team-Based Challenge</td>
<td>Career Development Experience</td>
<td>Biology</td>
<td>Geometry</td>
<td>Geometry</td>
<td>English Sequence</td>
</tr>
<tr>
<td></td>
<td>Youth Apprenticeship</td>
<td>Chemistry</td>
<td>Algebra 2</td>
<td>Pre-Calculus</td>
<td>English Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
<td>Pre-Calculus</td>
<td>Calculus</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Calculus</td>
<td>General Education Math</td>
<td>College and Career Pathway: Entering</td>
<td>English Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus</td>
<td>General Education Math</td>
<td>College and Career Pathway: Entering</td>
<td>English Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Math</td>
<td>College and Career Pathway: Entering</td>
<td>College and Career Pathway: Entering</td>
<td>English Composition</td>
</tr>
</tbody>
</table>

If courses in this column were accomplished through any college credit, students should take the next required course in the sequence of,Mining and Metal Fabrication, or Mining and Metal Fabrication.

If courses in this column were accomplished through any college credit, students should take the next required course in the sequence of, Mining and Metal Fabrication, or Mining and Metal Fabrication.
Developed based on the following approach:

1. **Identify High-Priority Occupations**
2. **Determine Promising Credentials & Map Stackable Degrees/Certificates**
3. **Identify Strategic Community College Courses**
4. **Map Secondary to Postsecondary Sequence**
5. **Define Related Technical Competencies**
Define Related Technical Competencies

• Select two foundational, dual credit courses in each Model Programs of Study area
  • Map to multiple credentials within the industry area,
  • Can be accessed for early college credit at secondary level, and
  • Are not currently recognized by the IL Articulation Initiative (IAI)

• Determine a set of technical competencies for each course
Role of Advisory Committee

• Invited secondary, postsecondary, and employer stakeholders with expertise in each industry field

• 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 for targeted courses
Review of Draft Content
# SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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

1. Living wage calculations are based on MIT’s Living Calculator (https://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.

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<td>Grades 10-12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td>Foundations to Teaching</td>
<td>Human Growth &amp; Development or Child Growth &amp; Development</td>
<td>Diversity in Education</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>Intro to Education</td>
<td></td>
<td></td>
<td>The Exceptional Child</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Technology in Education</td>
</tr>
</tbody>
</table>

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

- 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
Education Model Programs of Study – Key Takeaways

• Career-focused coursework should support future educators to be able to:
  • Demonstrate knowledge of content and students
  • Understand the role and influence of the larger community
  • Practice reflective and responsive teaching practices

• Career Exploration should be emphasized early at the Orientation level to support students to understand the variety of career paths in Education and identify their personal career plan

• Future educators need to be equipped to support the State’s increasing diversity of students (Diversity in Education dual credit course)

• Levels of education needed to achieve a living wage all include a Bachelor’s Degree and Professional Educator License

• Need for more access and clarity of accepting 4-year institutions for AAS degrees in Early Childhood Education
## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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<th>Program</th>
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<th>Growth in IL: % Change Over 10 years</th>
<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Welding</td>
<td>Welders, Cutters, Welder Fitters</td>
<td>N</td>
<td>$19.28</td>
<td>1,540</td>
<td>5%</td>
<td>Not Typically Stackable</td>
</tr>
<tr>
<td>1 Machine Tool Technology</td>
<td>Tool and Die Makers</td>
<td>Y</td>
<td>$25.34</td>
<td>450</td>
<td>-5%</td>
<td>Typically Stacks to Related Bachelor’s Program at Select IL Universities</td>
</tr>
<tr>
<td>2 Precision Machining</td>
<td>Machinists</td>
<td>N</td>
<td>$19.44</td>
<td>3,830</td>
<td>4%</td>
<td>Typically Stacks to Further Certificates or an AAS</td>
</tr>
<tr>
<td>2 Computer Numerically Controlled</td>
<td>Machine Tool Programmers, Metal and Plastic</td>
<td>Y</td>
<td>$25.65</td>
<td>160</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>3 Industrial Maintenance</td>
<td>Industrial Machinery Mechanics</td>
<td>Y</td>
<td>$26.41</td>
<td>1,240</td>
<td>10%</td>
<td>Typically Stacks to Related Bachelor’s Program at Select IL Universities</td>
</tr>
<tr>
<td>3 Process Technology</td>
<td>Chemical Equipment Operators and Tenders, Biofuels Processing Technician</td>
<td>Y</td>
<td>$24.95 - $33.87</td>
<td>200</td>
<td>1% - 3%</td>
<td></td>
</tr>
<tr>
<td>4 Computer Integrated Manufacturing &amp; Mechatronics</td>
<td>Manufacturing Engineering Technologists, Electromechanical Engineering Technologists, Robotics Technicians</td>
<td>Y</td>
<td>$30.26 - $30.48</td>
<td>460</td>
<td>5%</td>
<td>Typically Stacks to Related Bachelor’s Program at Most IL Universities</td>
</tr>
<tr>
<td>4 Guided Transfer: Engineering</td>
<td>Engineers in Various Branches: Mechanical, Civil, Electrical, Chemical, Mechatronics, Industrial</td>
<td>Y</td>
<td>$40.65 - $44.51</td>
<td>3,780</td>
<td>4% - 12%</td>
<td></td>
</tr>
</tbody>
</table>

1. Living wage calculations are based on MIT’s Living Calculator (https://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.
POSTSECONDARY OPTIONS

1. WELDING
   - Welding Certificates
   - Welding AAS

2. MACHINING & PRODUCTION
   - Precision Machining & Production
   - Machine Tool Tech
   - Precision Machining & Production Certificates
   - Precision Machining & Production AAS
   - Machine Tool Tech AAS

3. MAINTENANCE & PROCESS OPERATIONS
   - Industrial Maintenance
   - Process Operations
   - Industrial Maintenance AAS
   - Process Operations AAS

4. ENGINEERING & AUTOMATION
   - Computer Integrated Manufacturing & Mechatronics
   - Guided Transfer: Engineering
   - Computer Integrated Manufacturing & Mechatronics AAS
   - Associate's of Science

Bachelor's of Science Applied Manufacturing
Bachelor's of Science Engineering
Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies

**ORIENTATION / INTRODUCTION**
Grades 9-10

- Introduction to Technology & Engineering

**SKILL DEVELOPMENT**
Grades 10-12

- Foundations of Production & Manufacturing Processes
- Principles of Engineering & Additional Engineering

**CAPSTONE / ADVANCED**
Grades 12

- Advanced Production & Manufacturing Processes &/or Basic Welding
- Computer Integrated MFG & Additional Engineering

**POSTSECONDARY COURSES**
Recommended 1st Year

- CNC Programming
- Manufacturing Materials and Processes
- Industrial Electricity
- CAD / CAM Technology

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.
Manufacturing & Engineering Model Programs of Study – Key Takeaways

- Manufacturing occupation growth across a breadth of employer types (from metalworking to food processing), with increased emphasis on highly automated environments
- Most pathways expect at least an AAS degree, with need for continued emphasis on articulation of AAS to BS degrees
- Emphasis on stackable industry credentials, with flexibility within the model to align to either MSSC or NIMS based on local need
- The Model includes both an advanced manufacturing and engineering focus, with encouragement of integration across these two areas to the extent possible
- Within the high school advanced manufacturing career-focused course sequence, intentional progression from:
  - Orientation: Building pathway awareness, excitement, and foundational knowledge
  - Skill Development: Teacher-directed application
  - Capstone: Self-directed application
- Need for math preparation in the Transition to STEM / College Algebra / Calculus sequence
## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer User Support Specialists</td>
<td>Y</td>
<td>$24.27</td>
<td>220</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2. Computer Science</td>
<td>Computer and Information Systems Managers</td>
<td>Y</td>
<td>$65.12</td>
<td>1,370</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Hardware Engineers</td>
<td>Y</td>
<td>$50.35</td>
<td>110</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Software Developers - Applications</td>
<td>Y</td>
<td>$45.88</td>
<td>2,690</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Software Developers - Systems Software</td>
<td>Y</td>
<td>$51.63</td>
<td>1,030</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer and Information Research Scientists</td>
<td>Y</td>
<td>$55.43</td>
<td>90</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>3. Web Development</td>
<td>Web Developers</td>
<td>Y</td>
<td>$33.85</td>
<td>515</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>4. Networking and Cloud Computing</td>
<td>Computer Network Architects</td>
<td>Y</td>
<td>$56.07</td>
<td>400</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Security Analysts</td>
<td>Y</td>
<td>$46.13</td>
<td>430</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Network and Computer Systems Administrators</td>
<td>Y</td>
<td>$39.87</td>
<td>970</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Network Support Specialists</td>
<td>Y</td>
<td>$29.80</td>
<td>840</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

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POSTSECONDARY OPTIONS

1. COMPUTER INFORMATION SYSTEMS/COMPUTER PROGRAMMING
   - Computer Information Systems
     - Computer Information Systems Certifications
   - Computer Programming
     - Computer Information Systems AAS
   - Bachelor of Science

2. GUIDED TRANSFER
   - Computer Science
     - Associate of Science
     - Bachelor of Science

3. WEB DEVELOPMENT
   - Web Development Certifications
     - Associate of Science
     - Bachelor of Science
     - Web Development AAS

4. NETWORKING & CLOUD COMPUTING
   - Networking Certifications
     - Networking AAS
     - Bachelor of Science
Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies

**ORIENTATION / INTRODUCTION**
Grades 9-10
- Computer Applications for Business

**SKILL DEVELOPMENT**
Grades 10-12
- Intro to Computer Info Systems or AP Computer Science Principles
- Intro to Networking

**CAPSTONE / ADVANCED**
Grades 12
- Computer Science I or AP Computer Science A
- Course(s) Aligned with an Industry-Recognized Networking or Cloud Computing Certification

**POSTSECONDARY COURSES**
Recommended 1st Year
- Computer Science I
- Computer Science II
- Intro to Web Development
- Continue AS or AAS Course Sequence Aligned with IT Certifications

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.
Information Technology Model Programs of Study – Key Takeaways

• Students must be prepared to adapt to a rapidly evolving Information Technology (IT) sector full of emerging and novel IT occupations

• Fundamental competencies like adaptability, problem solving, critical thinking, and others will be vital as students encounter and address the implications of advancements in IT
  • Work-based learning and related opportunities are an ideal way for students to build these competencies

• Students should supplement general education and career-focused coursework with industry-certified credentials relevant to their pathway of interest, e.g. Networking and Cloud Computing

• Various IT pathways are accessible to students regardless of level of math knowledge, e.g. College Algebra, Pre-Calculus, Calculus, Statistics, etc.

• There is room for growth in articulation of IT AS and/or AAS coursework towards Bachelor’s degree programs beyond Computer Science
<table>
<thead>
<tr>
<th>Program</th>
<th>Typical Job</th>
<th>Near or Above Living Wage Threshold for 1 Adult + 1 Child</th>
<th>Median Hourly Wage</th>
<th>Growth in Illinois: Annual Job Openings</th>
<th>Growth in Illinois: % Change Over 10 years</th>
<th>Stackable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-Professional Track</td>
<td>Pediatricians, General</td>
<td>Y</td>
<td>$66.93</td>
<td>30</td>
<td>2%</td>
<td>Typically Requires Bachelor’s Degree &amp; Prof. School</td>
</tr>
<tr>
<td></td>
<td>Dentists</td>
<td>Y</td>
<td>$68.79</td>
<td>190</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>2 Nursing / Registered Nurse</td>
<td>Nursing Assistants</td>
<td>N</td>
<td>$13.72</td>
<td>7,340</td>
<td>5%</td>
<td>Typically Required for LPN or RN</td>
</tr>
<tr>
<td></td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>Y</td>
<td>$24.24</td>
<td>1,640</td>
<td>2%</td>
<td>Can Stack to RN at Select IL Colleges</td>
</tr>
<tr>
<td></td>
<td>Registered Nurses</td>
<td>Y</td>
<td>$34.74</td>
<td>8,690</td>
<td>15%</td>
<td>Can Stack to BSN at Select IL Colleges</td>
</tr>
<tr>
<td>3 Surgical Technology</td>
<td>Surgical Technologists</td>
<td>Y</td>
<td>$23.05</td>
<td>220</td>
<td>1%</td>
<td>Not Typically Stackable</td>
</tr>
<tr>
<td>3 Medical &amp; Laboratory Tech.</td>
<td>Medical and Clinical Laboratory Technologists</td>
<td>Y</td>
<td>$34.44</td>
<td>410</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>3 Radiography</td>
<td>Radiologic Technologists</td>
<td>Y</td>
<td>$30.52</td>
<td>380</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>3 Respiratory Therapy</td>
<td>Respiratory Therapists</td>
<td>Y</td>
<td>$28.62</td>
<td>350</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>3 Physical Therapist Assistant</td>
<td>Physical Therapist Assistants</td>
<td>Y</td>
<td>$28.60</td>
<td>730</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>3 Occupational Therapy Assistant</td>
<td>Occupational Therapy Assistants</td>
<td>Y</td>
<td>$29.75</td>
<td>380</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>3 Dental Hygiene</td>
<td>Dental Hygienists</td>
<td>Y</td>
<td>$35.68</td>
<td>580</td>
<td>9%</td>
<td>Not Typically Stackable</td>
</tr>
</tbody>
</table>

1. Living wage calculations are based on MIT’s Living Calculator (https://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
POSTSECONDARY OPTIONS

1. GUIDED TRANSFER
   - Pre-Med, Pre-Dentistry, or Other Professional Track
     - Associates of Science
     - Bachelor’s of Science

2. NURSING
   - Certified Nursing Assistant
     - Registered Nurse AAS
     - Registered Nurse (Bachelor’s)

3. OTHER HEALTH PROFESSIONS & RELATED CLINICAL SERVICES
   - Clinical/Medical Laboratory Science & Allied Professions
   - Allied Health Diagnostic, Intervention, and Treatment Professions
   - Allied Health & Medical Assisting Services
   - Dental Hygienist
     - Surgical Technician (Certificate or AAS)
     - Medical Laboratory Technician AAS
     - Radiography AAS
     - Respiratory Therapists AAS
     - Physical Therapy Assistant AAS
     - Occupational Therapy Assistant AAS
     - Dental Hygienist AAS
Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies

**ORIENTATION / INTRODUCTION**
Grades 9-10
- Orientation Health Occupations

**SKILL DEVELOPMENT**
Grades 10-12
- Medical Terminology & Intro to Anatomy and Physiology

**CAPSTONE / ADVANCED**
Grades 12
- Certified Nursing Assistant Program or Other Sequence Leading to Industry Credential

**POSTSECONDARY COURSES**
Recommended 1st Year
- Continue AS or AAS Course Sequence

**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
Health Science Model Programs of Study Map – Key Takeaways

• Industry has many promising credentials. Need to be mindful to not steer students to only high-end professional degrees or, inversely, high-demand jobs with low wage scale.

• The skill development course recommendations in the Model Programs of Study are primarily Medical Terminology and Introduction to Anatomy and Physiology, offered as early college classes.
  • Competencies defined for these courses.

• At the capstone level, the project team wants to emphasize that a Work-Based Learning experience could take the place of a course entirely, depending on student schedule and completion of graduation requirements.

• The Model Programs of Study further recommends that students attempt to acquire an industry credential before graduating high school.
  • Certified Nursing Assistant is specifically listed in the Model Programs of Study as an option because that particular credential stacks to the promising credentials already mentioned in Nursing.

• For Health Science, it is also imperative students attempt to get early college credit in Biology and Psychology, and place into General Education Math as dual credit or first year of postsecondary school.
Process for Public Comment
• ICCB and EdSystems invite public comment and feedback on the draft diagrams and guides by completing the Feedback Survey by August 28, 2020.

• Feedback provided through the survey will inform the final version of the Model Programs of Study Guides and Competencies that will be adopted by ICCB later this year.

• Survey link: http://www.edsystemsniu.org/guides
Thank you

http://www.edsystemsniu.org/guides