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.
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

Individualized Planning
Career Focused Instruction
Work-Based Learning
Core Academics

Secondary Pathway
- Internships / CDE
- Stackable Credentials

Low-Skilled Jobs
- Stackable Credentials

Semi-Skilled Jobs

Middle-Skilled Jobs
- AA/AAS

Advanced-Skilled Jobs
- BA/BS

Postsecondary Pathway

Pathway Endorsement

OUTCOMES:
Credential Attainment
&
Labor Market / Economic Development
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.

- 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.

- 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

- Postsecondary and Workforce Readiness Act
- Career & Technical Education
- DUAL Credit
- Teach Illinois: Strong Teachers, Strong Classrooms
- ESSA: Every Student Succeeds Act
- College & Career Readiness Indicator

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

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)

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

- Identify high-priority occupations
- Determine promising credentials & map stackable degrees/certificates
- Identify strategic community college courses
- Map secondary to postsecondary sequence
- Define related technical competencies

6 month process
Model Programs of Study Mapping Process

- Identify High-Priority Occupations
- Determine Promising Credentials & Map Stackable Degrees/Certificates
- Identify Strategic Community College Courses
- Map Secondary to Postsecondary Sequence
- Define Related Technical Competencies
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 a clear precursor to or stackable credential for a high-priority occupation.
<table>
<thead>
<tr>
<th></th>
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<td>Actuary</td>
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<td>Yes</td>
<td>Bachelor's Degree</td>
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<td>Market Research Analysts and Marketing Specialists</td>
<td>29.15</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2,960</td>
<td>22%</td>
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<tr>
<td>Human Resource Specialist</td>
<td>28.79</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2,230</td>
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<td>First-Line Supervisor of Retail Sales Workers</td>
<td>18.74</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma</td>
<td>5,620</td>
<td>3%</td>
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<tr>
<td>First-Line Supervisor of Office &amp; Administrative Support Workers</td>
<td>28.3</td>
<td>Yes</td>
<td>No</td>
<td>High school diploma</td>
<td>4,450</td>
<td>0%</td>
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<tr>
<td>First-Line Supervisor of Non-Retail Sales Workers</td>
<td>34.04</td>
<td>Yes</td>
<td>Yes</td>
<td>High school diploma</td>
<td>1,070</td>
<td>3%</td>
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<tr>
<td>Human Resource Assistant</td>
<td>19.49</td>
<td>No</td>
<td>No</td>
<td>Postsecondary nondegree award</td>
<td>380</td>
<td>-4%</td>
</tr>
<tr>
<td>Lodging Manager</td>
<td>21.62</td>
<td>No</td>
<td>Yes?</td>
<td>High school diploma or equivalent</td>
<td>180</td>
<td>9%</td>
</tr>
<tr>
<td>Insurance Claims and Policy Processing Clerks</td>
<td>19.94</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma or equivalent</td>
<td>1,090</td>
<td>10%</td>
</tr>
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</table>
** Common CC Programs **

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**^^

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** Leading to Occupations/Careers **

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

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** Aligns with ISBE CTE Program of Study Matrix

^^Degree Stacks
Model Programs of Study Mapping Process

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
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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Common Name</th>
<th>Prerequisites</th>
<th>IAI Code</th>
<th>Notes</th>
<th>Sum</th>
<th>Is course a key PreReq for other courses</th>
<th>IAI Course?</th>
<th>AA</th>
<th>Accounting AA</th>
<th>Accounting AAS</th>
<th>Insurance AA</th>
<th>Business Administration Advanced Certificate</th>
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<tbody>
<tr>
<td>Introduction to Business</td>
<td>Intro to Business</td>
<td>None</td>
<td></td>
<td></td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>Financial Accounting</td>
<td>College Level Math Pla</td>
<td>BUS 903</td>
<td></td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Managerial Accounting</td>
<td>Managerial Accounting</td>
<td>Business 181</td>
<td>BUS 904</td>
<td></td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- BUS 903 is a key prerequisite for other courses.
- BUS 904 is a key prerequisite for other courses.

**IAI Code:**
- BUS 903: College Level Math Pla
- BUS 904: Business 181
Model Programs of Study Mapping Process

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
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

- Identify high-priority occupations
- Determine promising credentials & map stackable degrees/certificates
- Identify strategic community college courses
- Map secondary to postsecondary sequence
- Define related technical competencies
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
## 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 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>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>
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<tr>
<td></td>
<td>Dentists</td>
<td>Y</td>
<td>$68.79</td>
<td>190</td>
<td>9%</td>
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<tr>
<td>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 Can Stack to RN at Select IL Colleges</td>
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<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 BSN at Select IL Colleges</td>
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<tr>
<td></td>
<td>Registered Nurses</td>
<td>Y</td>
<td>$34.74</td>
<td>8,690</td>
<td>15%</td>
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<tr>
<td>Surgical Technology</td>
<td>Surgical/Pharmacy Technicians</td>
<td>Y</td>
<td>$15.44 - $23.05</td>
<td>220 - 1,600</td>
<td>1 - 5%</td>
<td>Not Typically Stackable</td>
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<tr>
<td>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>
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<tr>
<td>Radiography</td>
<td>Radiologic Technologists</td>
<td>Y</td>
<td>$30.52</td>
<td>380</td>
<td>2%</td>
<td></td>
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<tr>
<td>Respiratory Therapy</td>
<td>Respiratory Therapists</td>
<td>Y</td>
<td>$28.62</td>
<td>350</td>
<td>17%</td>
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<tr>
<td>Physical Therapist Assistant</td>
<td>Physical Therapist Assistants</td>
<td>Y</td>
<td>$28.60</td>
<td>730</td>
<td>20%</td>
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<td>Occupational Therapy Assistant</td>
<td>Occupational Therapy Assistants</td>
<td>Y</td>
<td>$29.75</td>
<td>380</td>
<td>21%</td>
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<td>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>
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</table>

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 ([careeronestoo.org/explorecareers](http://careeronestoo.org/explorecareers))
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
   - Practical Nurse (Certificate)
   - Registered Nurse AAS
   - Registered Nurse (Bachelor’s)
   - Pharmacy and Surgical Technician (Certificate or AAS)
   - Medical Laboratory Technician AAS

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

### MEDICAL TERMINOLOGY

**Key Competencies**

<table>
<thead>
<tr>
<th>Building and Defining Words</th>
<th>Students can correctly spell and pronounce medical language relating to anatomical, diagnostic, and symptomatic medical terms.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students can correctly construct, identify, define, and analyze medical terms and language, using word roots, prefixes, suffixes, and combining forms.</td>
</tr>
<tr>
<td></td>
<td>Students can recognize and translate medical abbreviations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anatomy and Body Structure</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students can identify major human body structures and organs, their function, and their related medical terms.</td>
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<table>
<thead>
<tr>
<th>Topics</th>
<th>At minimum, courses should cover the following topics:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Reproductive System: Male and Female</td>
</tr>
<tr>
<td></td>
<td>• Senses: Eye and Ear</td>
</tr>
<tr>
<td></td>
<td>• Musculoskeletal System</td>
</tr>
<tr>
<td></td>
<td>• Urinary System</td>
</tr>
<tr>
<td></td>
<td>• Respiratory System</td>
</tr>
<tr>
<td></td>
<td>• Nervous System</td>
</tr>
<tr>
<td></td>
<td>• Integumentary System</td>
</tr>
<tr>
<td></td>
<td>• Digestive System</td>
</tr>
<tr>
<td></td>
<td>• Cardiovascular System</td>
</tr>
<tr>
<td></td>
<td>• Lymphatic and Immune System</td>
</tr>
<tr>
<td></td>
<td>• Endocrine System</td>
</tr>
<tr>
<td></td>
<td>• Interstitial Chemistry for A&amp;P</td>
</tr>
<tr>
<td></td>
<td>• Cell Structure and Function</td>
</tr>
<tr>
<td></td>
<td>• Nervous System and Special Senses</td>
</tr>
<tr>
<td></td>
<td>• Digestive System and Metabolism</td>
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<td></td>
<td>• Cardiovascular System</td>
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<td></td>
<td>• Respiratory System</td>
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<td></td>
<td>• Endocrine System</td>
</tr>
<tr>
<td></td>
<td>• Molecular System</td>
</tr>
<tr>
<td></td>
<td>• Urinary System</td>
</tr>
<tr>
<td></td>
<td>• Tissue</td>
</tr>
<tr>
<td></td>
<td>• Skin and the Integumentary System</td>
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</table>
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

**ORIENTATION / INTRODUCTION**
Grade 9-10
- CCC HEAPRO 102 Health Career Studies

**SKILL DEVELOPMENT**
Grades 10-12
- CCC BIO 120 Medical Terminology
- CCC BIO 116 Anatomy/Physiology

**CAPSTONE / ADVANCED**
Grade 12
- Program/Sequence Leading to Industry Credential
  - CCC BNA Sequence
  - Youth Apprenticeship Placement

✔ 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:

<table>
<thead>
<tr>
<th>BIO 120, a required class for most healthcare pathways, is now offered to students across CPS. Students from these schools participated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Southshore</td>
</tr>
<tr>
<td>• Gage Park HS</td>
</tr>
<tr>
<td>• Julian HS</td>
</tr>
<tr>
<td>• Roosevelt HS</td>
</tr>
<tr>
<td>• Clemente HS</td>
</tr>
<tr>
<td>• Juarez HS</td>
</tr>
<tr>
<td>• Sullivan HS</td>
</tr>
</tbody>
</table>

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)

Junior Course
Anatomy and Physiology (Bio 116)

*new to healthcare pathway
Next Steps for CPS/CCC Model Pathway Implementation:

- 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.

- 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.

- 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
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

Human and Public Services (Non-Education)

Culinary and Hospitality

Transportation, Distribution and Logistics

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

Link to I-WIN Resource Hub

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