### ICAPS/IET Planning Template

#### Demonstrate need/demand for career pathway

- Gather Labor Market Information
  - Available jobs
  - Desired skills by employers
  - Earning potential
  - Employment options
  - Opportunities for advancement
- Verify inclusion of Certification on LWIB Demand List
- Verify industry jobs from proposed certificate program is in alignment with Local and Regional Plans for Workforce Development
- Industry job is in the LWIB/LWIA Plan

#### Create partnerships related to Career Pathway

Partners include:

- Business and industry
- Career and Technical Education departments/training facilities
- LWIB/LWIA
- Institutional departments
- Obtain letters of commitment from ALL partners

#### Pathway flowchart

- Articulation of one or more educational pathways
- Progression of classes/training – starting point and possible paths
- Connection to Bridge program
## Credentials to be awarded

- College/Credit-based credentials (where applicable)
  - Program of Study for the certificate program
  - Stackable certificates for ICAPS/IETs
  - Marketable programs
- Industry recognized credentials
- High School Equivalency (GED®, HiSet®, TASC®)
- Evidence-based dual enrollment strategies (paired courses, etc.)
- Possible articulation agreement (for ICAPS 2)

## Recruitment and Retention

- Target population High Intermediate ABE through ASE (NRS Level 4 and above) and ESL High Intermediate (NRS Level 5 and above)
- Marketing and recruitment plan
  - Survey students
  - Share information gathered from LMI and other sources and provide options for offered pathways/certificates, etc. with students
  - Determine student interest in learning the skills needed, earning certificates and ultimately getting a job and earning industry wage
- Strategies and plan for student retention

## Team Teaching (if applicable)

- Format
  - Stage one: observing and planning
  - Stage two: traditional team teaching
  - Stage three: collaborative/integrated teaching
- Integrated outcomes and joint objectives
- 25% overlap
- Communication established
- ICAPS support class taught by AE team teacher
- Acceleration strategies
  - Contextualized learning
  - Use of hybrid course designs

**Transition and Support Services**

- Career Navigator
- Services provided
  - Tutoring – provided by:
  - Child care – provided by:
  - Transportation – provided by:
  - Public benefits – provided by:
  - Subsidized jobs – provided by:
  - Other – provided by:

**Required components of IET**

- Adult Education and Literacy
  - Alignment with AE CCRS
  - Demonstration of contextualization/integration of instruction
  - Use of ICCB resources
- Incorporation of Workforce Preparation Activities
  - Illinois Essential Employability Skills
  - Digital literacy/technology skills
<table>
<thead>
<tr>
<th>Incorporation of Workforce Training (not all are required, but may include one or more of the following)</th>
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<tbody>
<tr>
<td>□ Occupational skill training</td>
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<tr>
<td>□ On-the-job training, i.e. internships, apprenticeships, pre-apprenticeships</td>
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<tr>
<td>□ Incumbent worker training with related instruction</td>
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<tr>
<td>□ Training programs operated by the private sector</td>
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<tr>
<td>□ Skills upgrading and retraining</td>
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<tr>
<td>□ Entrepreneurial training</td>
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<td>□ Transitional jobs</td>
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<tr>
<td>□ Job readiness training provided in combination with services</td>
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<tr>
<td>□ Adult education and literacy activities, including English language acquisition and integrated education and training programs provided concurrently or in combination with services listed in 1-7 above</td>
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<tr>
<td>□ Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training</td>
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</tbody>
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<table>
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<tr>
<th>Course approval for any new Adult Education courses</th>
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<tbody>
<tr>
<td>□ Meets all ICCB ICAPS requirements</td>
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<tr>
<td>□ Complete course approval form</td>
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<tr>
<td>□ Complete curriculum outline</td>
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<tr>
<td>□ Complete syllabus for course</td>
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<tr>
<td>□ Explain course delivery</td>
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<tr>
<td>□ Submit to ICCB for approval</td>
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