

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

- Incorporation of Workforce Training (not all are required, but may include one or more of the following)
 - Occupational skill training
 - On-the-job training, i.e. internships, apprenticeships, pre-apprenticeships
 - Incumbent worker training with related instruction
 - Training programs operated by the private sector
 - Skills upgrading and retraining
 - Entrepreneurial training
 - Transitional jobs
 - Job readiness training provided in combination with services
 - 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
 - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Course approval for any new Adult Education courses

- Meets all ICCB ICAPS requirements
- Complete course approval form
- Complete curriculum outline
- Complete syllabus for course
- Explain course delivery
- Submit to ICCB for approval