



ICAPS

Illinois' Integrated Education and Training Models
Integrate Illinois – Skills. Jobs. Economic Opportunity.

ICAPS/IET Program Development Guide FY20



ICAPS/IET Program Development Guide

This document can be used as a resource for ICAPS/IET development. Other resources to use in conjunction include the ICAPS/IET Planning Template: <https://www.icapsillinois.com/wp-content/uploads/2019/01/ICAPS-Planning-Template-19.pdf>, ICAPS Planning Notes: <https://www.icapsillinois.com/wp-content/uploads/2019/09/ICAPS-Planning-Notes.pdf>, the ICAPS Logic Model: <https://icsps.illinoisstate.edu/wp-content/uploads/2014/11/ICAPSLogicModel.pdf>, and the Illinois IELCE Toolkit, https://www.iccb.org/iccb/wp-content/docs/adulted/IL_IELCE_Tool_Kit.pdf.

Upon completion of ICAPS/IET development, see appendix A of this document for ICAPS Proposal Requirements from ICCB.

The Vital Importance of AE/CTE Partnership

The Integrated Career & Academic Preparation System (ICAPS), is the implementation of the IET (Integrated Education and Training) model in Illinois.

ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills.

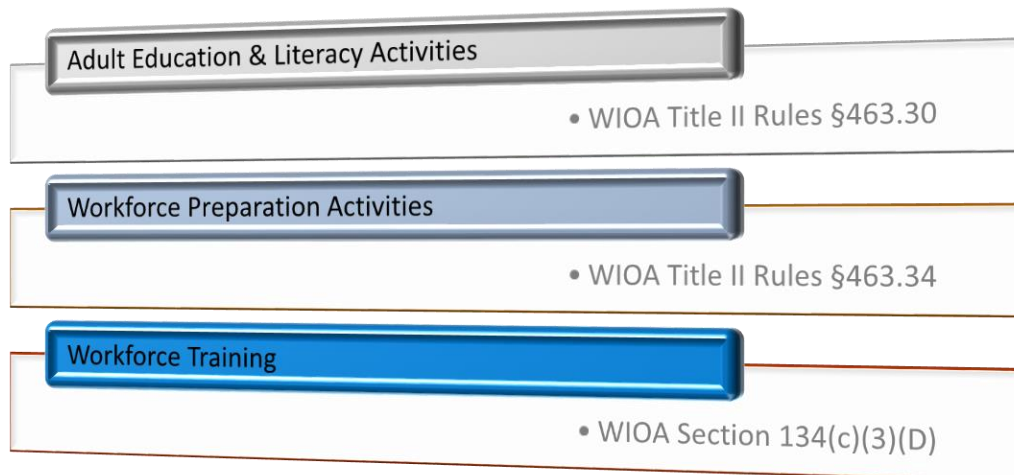
Through ICAPS programs students work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates or training programs through an integrated instructional model — supplemented by support courses, comprehensive student supportive services, and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs.

WIOA IET Core Components

Definition:

A service approach that provides *adult education and literacy activities* concurrently and contextually with *workforce preparation activities* and *workforce training* for a specific occupation or occupational cluster for the purpose of educational and career advancement.

-WIOA Section 203 (11)



Important Points:

The three components of integrated education and training (IET) **MUST** be provided concurrently as well as contextually.

The components **CANNOT** be provided sequentially and be classified as IET.

Required Component #1: Adult Education and Literacy Activities

The term “adult education and literacy activities” means programs, activities, and services that include:

- Adult education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English Literacy and Civics Education
- Workforce preparation activities
- Integrated Education and Training

Required Component #2: Workforce Preparation Activities

Definition:

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in *utilizing resources, using information, working with others, understanding*

systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Required Component #3: Workforce Training

Definition:

Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

- Occupational Skills Training
- On-the-job Training
- Incumbent Worker Training
- Combined Workforce Training/Related Instruction
- Private Sector Training Programs
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Transitional Jobs
- Job Readiness Training
- AEL Activities including ESL/ELA and IET
- Customized Training

ICAPS Program Requirements

- Target population of adults in High Intermediate Basic Education through Adult Secondary Education (NRS level 4 and above) and English Language Learners in High Intermediate ELL (NRS level 5 and above). Concentration should be placed on those students most in need;
- Explicit articulation of one or more educational pathways, linked to career pathways, which begin with adult basic education or ESL and continue to a short-term, stackable college-level certificate and beyond;
- Participant achievement of at least one marketable, stackable, credit-bearing credential, industry recognized credential, earn 12 semester career and technical credits which must be transcribed in the semester in which they are earned – waiver applications are available to programs with effective pathways of fewer than 12 credits;
- Evidence of strong local demand for the selected career pathway(s), including the presence on the Local Workforce Innovation Board (LWIB) demand list or other local data demonstrating robust demand;
- Approval of ICAPS career pathway programs by the Illinois Community College Board prior to implementation;

- Acceleration strategies that are contextualized and may include the use of hybrid (online and classroom-based) course designs, as appropriate;
- Evidence-based dual enrollment strategies, including paired courses;
- Provision of comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs), either directly or by referral to a partner agency;
- Provision of a Career Navigator or Transition Specialist to assist students with enrollment, retention, and transition into postsecondary education and employment;
- Partnerships with Local Workforce Innovation Boards (LWIBs) and/or employers;
- Explicit program design with goals of bypassing developmental education and developing students' college and career readiness;
- Provision of a mandatory support class for students enrolled in the ICAPS program;
- Collection and input of data into the data collection system (DAISI);
- Tracking of student progress into postsecondary education and employment as required by the WIOA shared outcomes;
- Co-instructors (team-teachers) from basic skills and college-level career and technical programs to provide instruction, with at least 50 percent overlap of instructional time to support both basic and workforce skills gains, and integrated program learning outcomes, and no more than half of the instructional overlap (25 percent of overall instructional time) taking place in joint planning time;
- Adoption of policies and financing models, including, but not limited to, federal Ability to Benefit (ATB) financial aid alternatives, to ensure programs are sustained and expanded to assist many more adult learners in obtaining postsecondary credentials; and
- Participation in professional development provided through the Illinois Community College Board's approved providers.
- New programs must participate in the Illinois Transitions Academy and Transitions Academy mentorship program before implementation as a part of the development process. The Illinois Transitions Academy was developed to provide a yearlong extensive professional development and technical assistance component to assist in the development and implementation of the ICAPS model.

ICAPS Project Team

The project team is comprised of two parts: the internal team and the external team.

Internal Team

Required Team Members

1. Top Level Administrators (College President, Vice President, Chief Academic Officer, etc.)
2. Career & Technical Education Administrator
3. Adult Education Administrator
4. Career & Technical Education Faculty/Trainers
5. Adult Education Faculty
6. Student Services Staff (Advisors, Career Navigators, etc.)
7. Financial Aid Officer
8. Institutional Researcher

Team Structure

- College Lead
 - College Coordinator(s) – Adult Education and Career & Technical Education
 - Team Teachers / Co-Instructors
 - Career Navigator

External Team

Recommended Team Members

1. Workforce Innovation Board (WIB) Representatives
2. Local Business and Industry Representatives
3. Public Aid Representatives
4. Area Planning Council members

ICAPS Model One

- Contextualized and Integrated Adult Education Curricula
- Career Development / Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- **College Credit-bearing Career and Technical Education (Workforce Training)**
- Shared Learning Objectives
- Team-Taught Environment
- Integrated Support Class

Bolded items denote differences between the two models.

Results in:

- High School Equivalency (HSE)
- Industry Recognized Credentials
- Employment Opportunities
- **Transferrable College Credit**
- **Stackable College Credentials**

ICAPS Model Two

- Contextualized and Integrated Adult Education Curricula
- Career Development / Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- **Technical/Workforce Training**
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class
- Non-credit Articulation Agreement with Community College for possible credit

Results in:

- High School Equivalency (HSE)
- Industry Recognized Credentials
- Employment Opportunities

Team Teaching

A required component of the ICAPS program, team teaching is a method by which two teachers, one basic skills/Adult Education instructor, and one college-level Career and Technical Education instructor, work together to integrate the education that is provided to students. A minimum 25% overlap of instruction is required. In addition to team teaching, a Support Course is required to provide students with additional support for the Career and Technical Course material. This Support Course is taught by the basic skills team teacher. A required component of the ICAPS program, the Support Course serves to provide students with additional support with assimilation and understanding of the complex concepts and material that is taught in the team-taught Career and Technical Course.

It is strongly recommended that in preparation, the basic skills instructor audit the Career & Technical course during the term prior to beginning team teaching. This will allow the basic skills instructor to become familiar with the material. Another option is 100% overlap of instruction for the first term of team teaching, with the basic skills instructor auditing the Career & Technical course to be team taught and observing student reactions and understanding to learn where and when students are likely to have difficulties. These recommendations are to help ensure that both instructors are familiar with the material, allowing for thorough integration of technical training and basic skills education.

Illinois endorses a continuum of team teaching, comprised of three stages:

Stage One - Observing & Planning

One teacher assumes the responsibility for instructing the entire class while the other teacher circulates the room and monitors student understanding. The monitoring teacher can then determine whether or not students understand and can provide immediate feedback.

It can be helpful for the team to decide in advance what types of information are to be gathered during the monitoring so that it is a deliberate part of the lesson, not just teachers' incidental checks of student activity.

Stage Two – Traditional Team Teaching

In this stage, the two teachers share instruction. One teacher is responsible for teaching the content while the other teacher provides support, models learning strategies, and takes charge of providing follow-up activities on related topics or study skills.

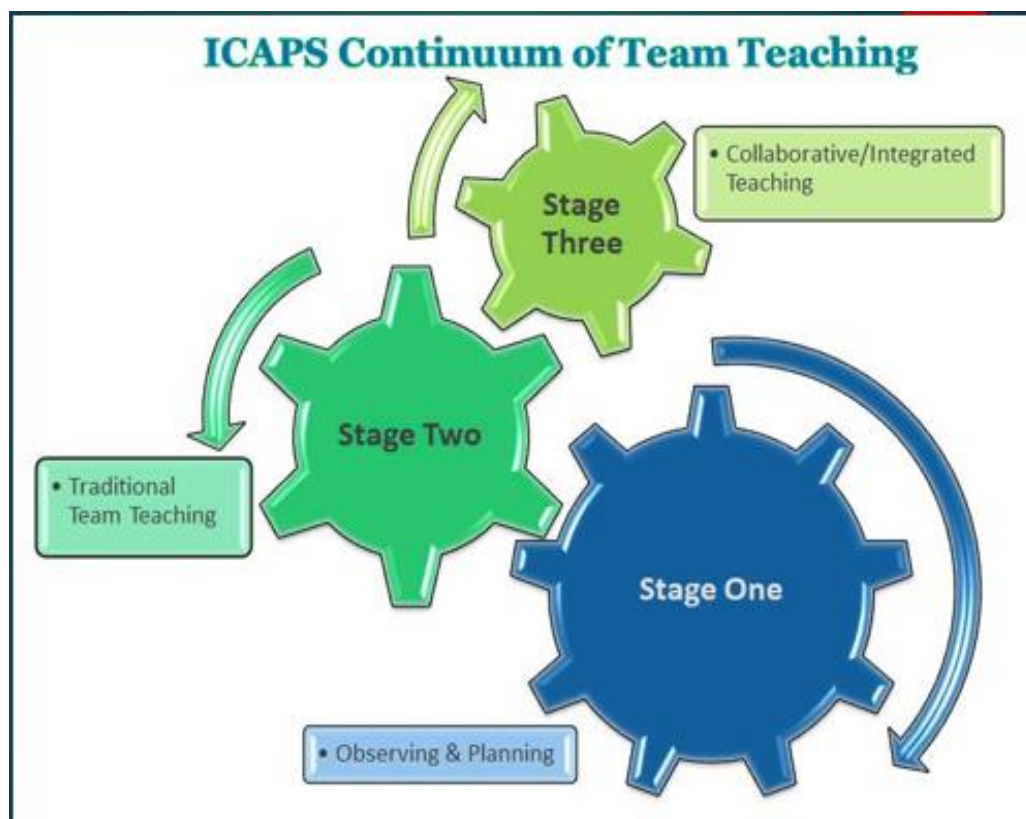
The support might include modeling an activity, providing examples, facilitating hands-on practice, or teaching strategies for remembering and organizing the information that is presented.

This model is very effective for teaching academic skills and strategies such as note taking, listening for main ideas, and identifying new vocabulary.

Stage Three – Collaborative/Integrated Teaching

The team teachers work together by exchanging and discussing ideas and theories allowing students to observe this process. This instructor interaction enhances the lesson by modeling how to compare diverse perspectives, learn from each other, and disagree respectfully. The lessons include student participation through small-group work, student-led discussion, and joint projects.

NOTE: This model/stage is the most difficult to incorporate, but most exciting for students. Because of the high level of integration required for such a format, this is seen as the deepest stage in the continuum of team teaching and is recommended only for those teams who have taught together for multiple terms and have a firmly established rapport.



The continuum of team teaching works by demonstrating where a team of teachers can be operating at a given point, depending on a number of factors including, but not limited to:

- Progress in the process of development and implementation
- Level of experience of one or both instructors
- Level of comfort, trust, and integration between instructors
- Level of familiarity with course content

While the natural progression is for a team of teachers to work from Stage One toward Stage Three, it is understood and expected that variables such as faculty turnover, it will be necessary to be able to move fluidly between the different stages. The above graphic demonstrates how a team can easily move between the three stages in the continuum.

Braided Funding

Braided funding models are key components in strategies for program sustainability. Braiding together diverse funding streams helps to ensure the stability and longevity of funding and helps to offset the risks associated with over-reliance on a single or simple funding stream. Many funding sources have specific requirements and/or restrictions associated with the use of their funds. Braiding various streams together helps to ensure adequate provision of services even with the restrictions.

Some examples of potential funding streams that might be utilized in a braided strategy include:

- Adult Education State or Federal funds
- Career and Technical Education Postsecondary Perkins funds
- Institutional funds
- Ability to Benefit Federal Financial Aid Alternatives
 - Title IV funds include: Limited Pell Grant, student loans, and federal work study
- WIOA Title I Workforce Development funds
 - Adult, Youth, and/or Dislocated Worker
- SNAP E&T funds
- TAACCCT Grant funds
- TANF funds
- Wagner-Peyser funds
- Workforce Innovation Fund
- Community Services Block Grant funds
- Social Services Block Grant funds
- TRiO (SSS) Student Support Services
- Monetary Award Program (MAP) Grant
- Business & Industry partnerships

Recruitment Strategies

Recruitment is a key component of program sustainability. An ICAPS program cannot be sustained if there is not a steady stream of students to participate. Diverse recruitment strategies can be essential pieces of an overall sustainability plan. Examples of different types of recruitment strategies include social media, community and school outreach, partnership with business and industry and local workforce boards, and cooperative relationships with social services such as those entities that provide public aid.

It is strongly recommended that a program develop a recruitment plan that outlines the strategies in selecting students' who have an interest in the pathway(s) selected. It should be understood that the Recruitment for ICAPS is a much more advanced approach than is done in Adult Education. There must be a detailed selection process to ensure there is a great fit between the program and the individual. This is to ensure retention of the student in the initiative.

Partnerships

External Partnerships

Creating external partnerships is a key part of a sustainability strategy. Partnering with local workforce boards, business and industry, and other organizations can be helpful in establishing alternative funding streams and feeder systems for student intake, as well as advising the alignment of curricula and training methods, among other things.

Internal Partnerships

Establishing strong internal partnerships is also an important part of a good sustainability strategy. Partnership between Adult Education and Career and Technical Education is vital for the establishment and continuation of an ICAPS program. Other internal partnerships are important in helping to ensure stability and continuity. Partnerships with Student Services can assist with advising students and bolstering students' knowledge of the college experience, while partnerships with Financial Aid can assist in identifying and accessing funding options for students. Other internal partnerships can be useful in establishing and maintaining marketing and recruitment efforts, community outreach, and many other activities.

Comprehensive Student Supports

Comprehensive student supports involve far more than the standard student support and student services mechanisms that are regularly offered to students. These comprehensive services take into account all the different facets of a student's life, including barriers to entry/completion and the unique circumstances of each situation. The full spectrum of comprehensive student supports need not be provided by the program/college. Coordination with, and referrals to, partner entities, including, but not limited to, public service agencies and non-profit organizations is strongly recommended to assist in the feasibility of such offerings.

Jobs for the Future has defined five key components of comprehensive student supports:

- **Academic Advising**
 - **Purpose:** To support students in pursuing and succeeding in their academic studies
 - **Activities:** Assessment of academic skill needs; meeting with academic advisors; tutoring; access to learning supports

- **Nonacademic Advising**
 - **Purpose:** To foster students' sense of connection to the college; enhance their self-confidence as members of the college community; and develop their ability to access college resources and make decisions that support their success as students
 - **Activities:** College navigation advising; time management training; study skills development
- **Career Services**
 - **Purpose:** To identify student career goals; share relevant information about labor market conditions and career opportunities; ensure that students pursue coursework that facilitates achievement of their career goals; and support students in transitions into employment
 - **Activities:** Career interest assessment and goal setting; work-readiness courses; resume writing workshops; mock interviews; job shadowing/internships; job placement
- **Financial Services**
 - **Purpose:** To support students in financing their postsecondary studies; to build students' self-efficacy in managing their resources for school and personal needs
 - **Activities:** Financial need assessment; identification of applicable financial aid resources; access to benefits; assistance with completion of financial aid applications; financial literacy workshops
- **Social Services & Counseling**
 - **Purpose:** To assist students in managing their personal lives in order to support persistence in and completion of their studies

Activities: Provision of or referral to child care resources, transportation assistance, housing assistance, or mental health counseling; life skills training

Career Navigators

Career Navigators, or Transitions Specialists, are individuals who work as a counselor or advisor to students in an ICAPS program. A position with varied and comprehensive responsibilities, the person filling this role provides wraparound student support services, including but not limited to:

- Determining the support services needed and to be offered to students
- Integrating services into the curriculum through workshops, activities, etc.
- Delivering Career Awareness/Career Exploration Information/Instruction
- Performing Recruitment Activities
- Pre-screening and pre-assessment of skills, aptitudes, capacities, and suitability for programs and pathways.

- Assessing personal and career goals including: career interest inventory, learning styles inventory, basic skills, personal values inventory, and special learning needs inventory
- Training as a Special Learning Resource Specialist
- Documenting Student Access to Support Services (i.e., portfolios or STAMP – Student Academic Master Plan)
- Providing student orientation to all students entering the ICAPS project
- Developing timelines and calendars for deadlines

Technical Assistance and Professional Development

Technical Assistance

Technical assistance is provided by ICCB, ICSPS, Illinois Center for Specialized Professional Support, and SIPDC, Southern Illinois Professional Development Center. Initial technical assistance will be provided to address key goals of the project and to ensure the project requirements are understood. In addition, assistance will be provided in the collection of information and how student outcomes are documented in the data collection system.

Professional Development

Online Resources

For information regarding online professional development resources, please see the ICAPS website: www.icapsillinois.com

Additional Online Resources:

ICAPS/IET Planning Template

<https://www.icapsillinois.com/wp-content/uploads/2019/01/ICAPS-Planning-Template-19.pdf>

ICAPS Logic Model

<https://icsps.illinoisstate.edu/wp-content/uploads/2014/11/ICAPSLogicModel.pdf>

ICAPS/IET Self-Assessment Tool

<https://www.icapsillinois.com/admins/>

ICAPS Planning Notes

Training Visits

To request a professional development training visit, please contact one of the professional development providers. ICSPS – Aimee Julian alafoll@ilstu.edu; SIPDC – Bevan Gibson bgibson@siue.edu; Sarah Goldammer sgoldam@siue.edu

Appendix A - ICAPS Proposal Requirements from ICCB.

Integrated Career and Academic Preparation System

Components:

- ▶ Contextualized and Integrated Adult Education Curricula
- ▶ Career Development / Workforce Preparation
- ▶ Transition Services
- ▶ Technology Skills
- ▶ Employability Skills
- ▶ Comprehensive Student Support Services
- ▶ College Credit-bearing Career and Technical Education (Workforce Training)
- ▶ Shared Learning Objectives
- ▶ Team-Taught Environment
- ▶ Contextualized Support Class

Results in:

- High School Equivalency (HSE)
- Industry Recognized Credentials
- Employment Opportunities
- Transferrable College Credit
- Stackable College Credentials

1. Narrative Description

- ▶ Including:
 - ▶ Alignment of AE Instruction to College and Career Readiness Standards (CCRS)
 - ▶ Which of the 11 workforce training forms will be utilized
 - ▶ Explanation of incorporation of Workforce Preparation Activities
 - ▶ Team Teaching format (required as possible)
 - ▶ Transition and Support Services to be provided
 - ▶ Explanation of how the three required components of IET will be incorporated and utilized
 - ▶ Demonstration of contextualization/integration

2. Pathway Flow Chart

- ▶ Illustrating progression of classes and training
- ▶ Demonstration of concurrent provision of components

3. List of Credentials to be Awarded

- ▶ Including:
 - ▶ College/Credit-based Credentials (if applicable)
 - ▶ Industry Recognized Credentials
 - ▶ High School Equivalency (HSE)

4. Letters of Commitment from ALL Proposed Partners

- ▶ Describing intended activities and level of involvement and support

5. Course Approval Applications

- ▶ For any new Adult Education courses

6. Demonstration of need/demand for career pathway (research):

- ▶ Labor Market Information

- ▶ Inclusion on LWIB Demand List
- ▶ Alignment with Local and Regional Plans for Workforce Development under WIOA

7. Recruitment and Retention Plan

- ▶ Marketing and Recruitment Plan
- ▶ Strategies and Plan for Student Retention

8. Funding and Sustainability Plan

- ▶ No additional grant funding is available for IET, so a funding/sustainability plan is a MUST.
- ▶ Including:
 1. Braided Funding Streams
 2. Braided Funding Strategies
 3. Partnerships
 1. Examples:
 1. LWIB
 2. WIOA Core and Required Partners
 3. Employers
 4. Other Title II Providers
 5. Social Service Agencies
 6. APC / LWIA / EDR counterparts