ICAPS 2.0: Together, We Can!

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COMMUNITY AND **TECHNICAL COLLEGES**
Washington State Board

Illinois Career Pathways

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

So How Do We "Do" Career Pathways?

- The answer for how adult education can connect to and participate in career pathways is through Integrated Education and Training or IET.

- The definition of an IET is embedded in the definition of career pathways. WIOA pulls it out of the career pathways definition and gives it just a little more shape:

  - 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 education and career advancement.

IET: Career Pathways for Adult Education

- High school completion and English language acquisition are components of a career pathway, but they are not separate from a career pathway. They are designed to support student success *along* that career pathway.

  - For example, students with improved language skills will be more successful in their educational programs and in the workforce.

  - Similarly, students with a high school credential will be eligible for more job opportunities and more college programs.

  - Furthermore – and this is critical when we remember that career pathways are about "acceleration" – students will acquire these skills faster when they are taught in context!

IET State to State: Tomayto, Tomahto

- In Washington State, when we do IET, we call it "I-BEST": Integrated Basic Education and Skills Training

- In Illinois, when you do IET, you call it "ICAPS": Integrated Career and Academic Preparation System

- While there are some structural differences between I-BEST and ICAPS, we are essentially talking about the same thing: career pathways with adult education serving as the foundation of the pathway.
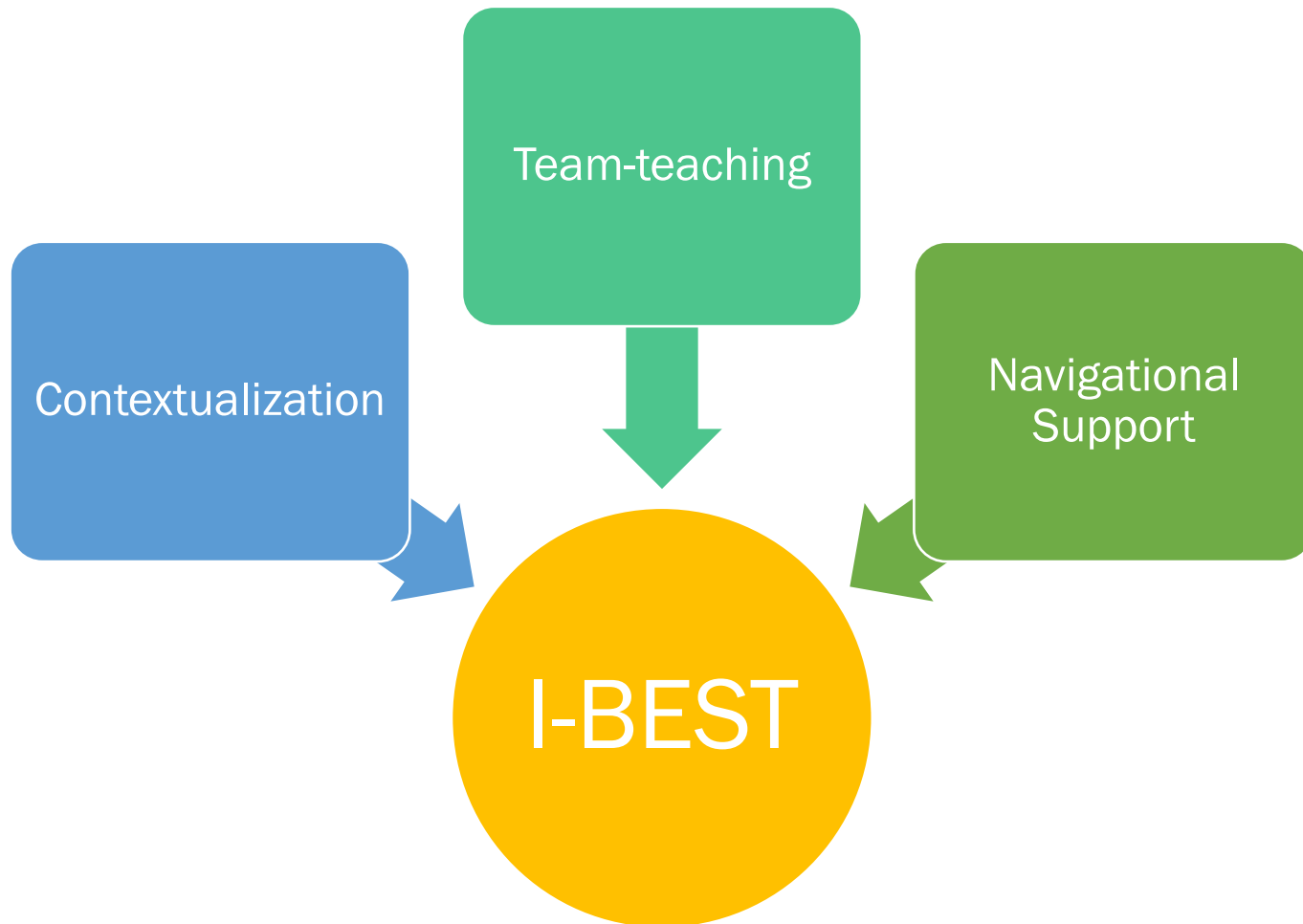
I-BEST/ICAPS in a Nutshell

- There are three keys that make our programs work (and also comply with definitions for career pathways and IET!)

  - Contextualization

    - College and Career Readiness Standards contextualize to support and reinforce workforce program outcomes

  - Team Teaching

    - Adult Education and Workforce instructors work together to jointly team-teach material

  - Navigational Services

    - A navigator assigned to students provides wraparound support services.
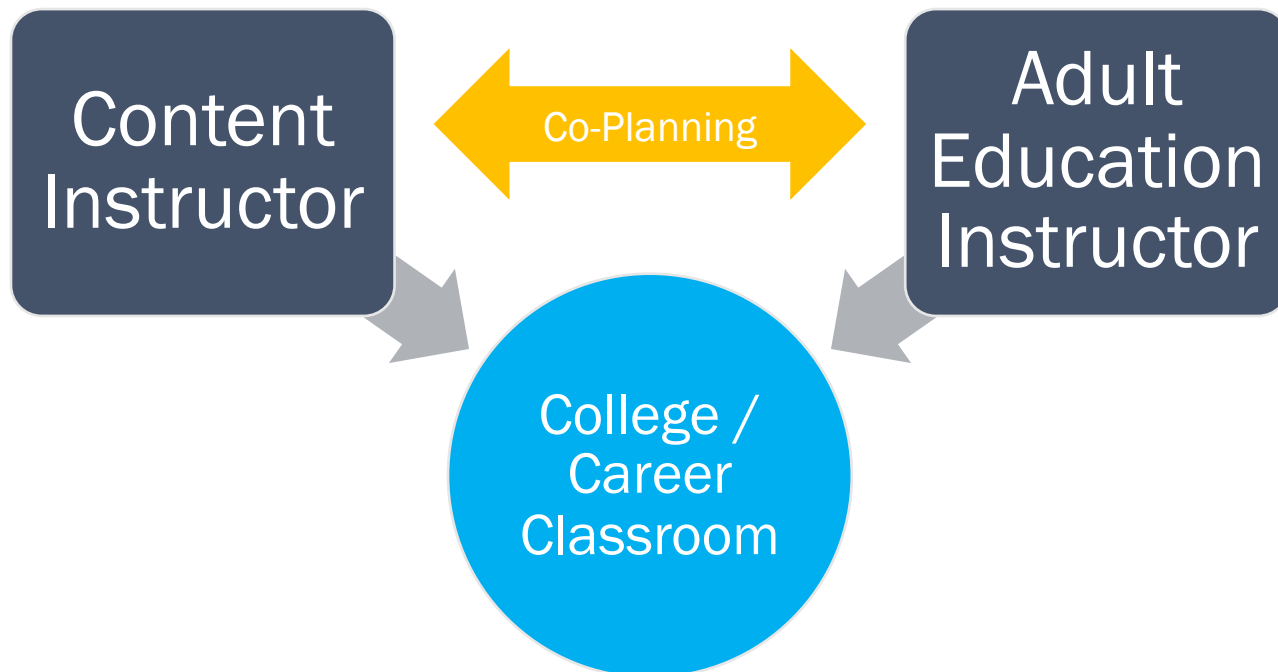
The I-BEST/ICAPS Transformation

Basic Education **+** Skills Training **=** Integrated Basic Education & Skills Training

The Components of I-BEST/ICAPS

Team-teaching

Contextualization
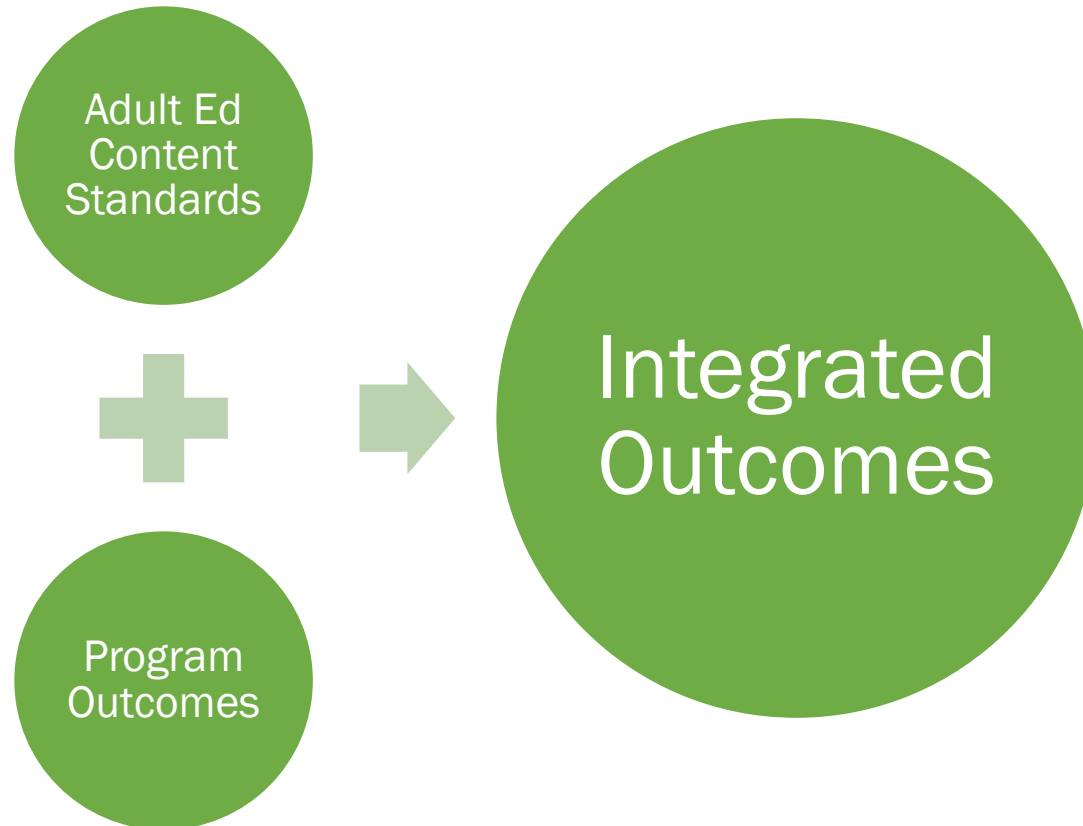
Navigational Support

I-BEST

Team Teaching

- Team teaching brings the Tipping point within reach for students.

Contextualization

- Contextualization makes basic education relevant for students.

Adult Ed Content Standards

Program Outcomes

Integrated Outcomes

Integrating Standards: Collaboration is Key

The process requires reflection, a stretch of your pedagogical 'muscles,' a willingness to think in new ways and take risks, and an appreciation for the great educational diversity that makes up all institutions of learning.

-- Amy Muia

Skagit Valley College, 2005

The Value of Each Instructor

- Both instructors are vital for student success:

  - Without content instruction in a career pathway, students cannot reach their goals.

  - Without contextualized instruction in English, Math, and adult education, the content remains out of reach.

Outcomes and Instruction – ICAPS

Integrating Outcomes & Standards

1. Identify Program Course Outcomes

2. Analyze how Adult Ed Standards relate to Program Course outcomes

3. Select appropriate standards for contextualization.

4. Revise wording as appropriate to match Program Course Outcomes

Step One

- Identify Program Course Outcomes

Program Course Outcomes (Office Tech)	Adult Education Standards
- Create and Manage files in a Windows environment. - Identify and Select the appropriate software tool to solve business problems and achieve needs.	

Step Two

A	B	C	D	E
READING CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)

Step Three

Pathway Course Outcomes	College and Career Readiness Standards
• Create and Manage files in a Windows environment. • Identify and Select the appropriate software tool to solve business problems and achieve needs.	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)

Step Four

Pathway Course Outcomes	College and Career Readiness Standards
• Create and Manage files in a Windows environment. • Identify and Select the appropriate software tool to solve business problems and achieve needs.	Follow precisely a complex multistep procedure when ~~carrying out experiments, taking measurements, or~~ performing technical tasks~~, attending to special cases or exceptions defined in the text~~. (RST.9-10.3)

Aligned Outcome/Standard

| Pathway Course Outcomes	College and Career Readiness Standards
Create and Manage files in a Windows environment.	Follow precisely a complex multistep procedure when performing technical tasks.

Navigational Services

- Wraparound support and navigational services keep students in the game and guide them to completion.

Student

Navigator

Intake & Advising

Funding & Support Services

Coaching
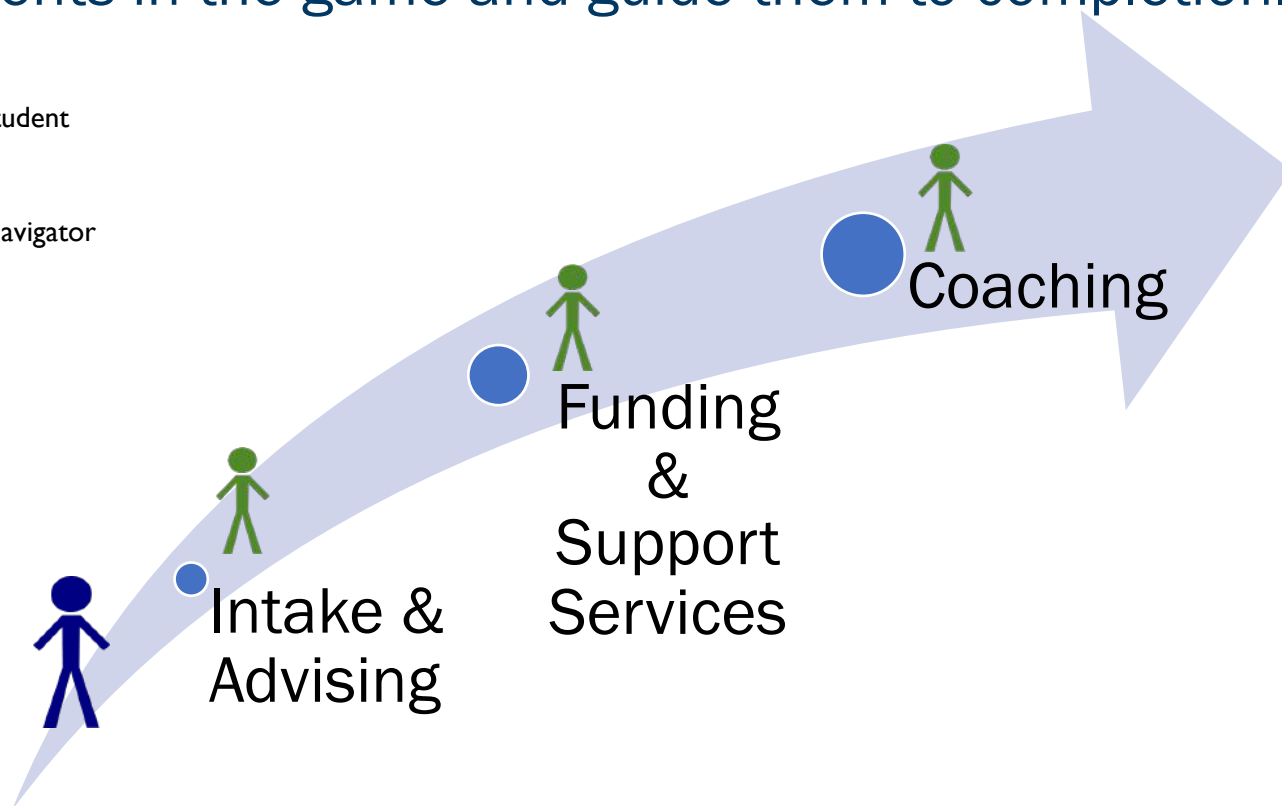
ONLINE ICAPS: CONSIDERATIONS

- How might online IET benefit some students? What are some positive examples?

- How might online IET exclude some students? What are some strategies for addressing this issue?

ONLINE ICAPS: THE WHY

- Why offer ICAPS programs online?
  - Workforce needs
    - Record unemployment
    - Shift in industry needs
  - Student-worker needs
    - High number of displaced workers
    - Many individuals in need of high school completion and English language acquisition skills in conjunction with training for a new career
    - Importance of digital literacy/digital skill-building

ONLINE ICAPS: INITIAL CONSIDERATIONS

- Learning management system (LMS)
- Distance education method
- Syllabus
- Synchronous and asynchronous online learning
- Accessibility and open educational resources (OER)
- "Office" hours and student communication
- Co-teaching
- Some words on devices and browsers

ONLINE ICAPS: LMS

- What LMS will you use?

- Will both the Education (E) and Training (T) partners use the same LMS? The same shell?

- What eLearning support exists?

- What training do you and your training partner need to use an LMS successfully?

- Who will manage what parts of the LMS? What will the communication be around this?

ONLINE ICAPS: DISTANCE EDUCATION

- What method of distance education will you use to track attendance?

- How will you communicate this method to your students?

- What training and support do you need to be comfortable with distance education requirements?

- What communication needs to happen with your training partner around this requirement?

ONLINE ICAPS: SYLLABUS

- What do you want to communicate to your students about online learning?

- How will you communicate distance education requirements?

- What eLearning supports exist for students?

- What accommodations can be requested and made for students in an online environment?

ONLINE ICAPS: SYNCHRONOUS AND ASYNCHRONOUS

- Synchronous learning is a live, in-the-moment teaching scenario. This will use a technology like Zoom.

- Brainstorm advantages of synchronous learning.
  - Any disadvantages?

- Asynchronous learning: most everything else
  - Quizzes, discussion boards, essay/PPT uploads
  - Advantages and disadvantages?

ONLINE ICAPS: ACCESSIBILITY AND OER

- Accessibility will include things like making documents screen-reader friendly.

- What accessibility policies and resources do you need?

- OER is free and shareable online curriculum and learning resources.
  - Options can include pages within the LMS itself and Google Suite.

ONLINE ICAPS: OFFICE HOURS AND STUDENT COMMUNICATION

- Some online I-BEST instructors in Washington state have reported success with holding online "office" hours in Zoom.

- Others have reported the importance of using text and phone calls to connect with students.

ONLINE ICAPS: CO-TEACHING

- Co-teaching can mean taking turns or sharing the responsibility of responding to student work in discussion boards, building and grading quizzes and assignments, etc.

- In a synchronous environment, having someone to help monitor chat and take care of administrative details like session recording can be invaluable!

- Communication with your teaching partner is key!

ONLINE ICAPS: DEVICES AND BROWSERS

- Many instructors report the benefit of having multiple devices and browsers.

- Student access must be taken into account:
  - Like it or not, some students will complete work on their phones.

- Set expectations with students around hours needed each week, minimum device expectations, etc.

ONLINE IET RESOURCES

- Online I-BEST Webinar Series
  - Washington state moved all IET online for spring term.
  - This webinar series was created to support faculty and student navigators.
  - Meeting notes, presentations, and other resources are listed by week.

  https://www.sbctc.edu/colleges-staff/programs-services/i-best/online-i-best-web-series-2020.aspx

AND FINALLY

...Thank you for what you do for students! Together we are making a difference!

Questions & Contact Info

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