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The Illinois Community College Board (ICCB) is pleased to highlight the programs in the Integrated Career and Academic Preparation System (ICAPS), an Accelerating Opportunity initiative (AO) in Illinois.

Illinois is one of four original states selected to participate in the Accelerating Opportunity initiative through funding from various foundations including the Bill and Melinda Gates Foundation and the Joyce Foundation. This initiative blends both adult basic skills and career and technical education using a team teaching instructional approach and is modeled after the Integrated Basic Education Skills Training (I-BEST) program in Washington State.

The Accelerating Opportunity initiative is designed to fundamentally change the way Adult Basic Education is delivered, moving from a system designed as a stand-alone English language/GED basic skills preparation program to one that is expressly structured to transition students into postsecondary career and technical education programs. The initiative seeks to significantly increase the number of lower-skilled adults who achieve at least one “stackable,” credit-bearing, post-secondary education credential as well as industry recognized credentials that lead to high-wage employment in Illinois. The initiative is based on the belief that post-secondary credentials are the gateway to family supporting wages and are critical to filling the more than 60% of the jobs of the future requiring some post-secondary education.

The ICAPS college profiles will provide an overview of the specific college project, the successes and the challenges encountered in the implementation of the ICAPS model. Each college Adult Education program in partnership with their Career and Technical Education program used labor market data from its local districts to determine the employment outlook in its selected career pathway programs of study. The colleges have done an excellent job of identifying pathways and have established great partnerships, both externally and internally, to ensure students have the skills necessary to transition to post-secondary education and career pathway employment.

The ICCB would like to thank the featured programs, individuals, and businesses for their contributions. Also, thank you to the Illinois Center for Specialized Professional Support (ICSPS) and the Southern Illinois Professional Development Center (SIPDC) for coordinating and creating this document. It is our hope that this information will provide you with valuable insight in the development and implementation of an ICAPS program.

Jennifer K. Foster
Associate Vice President
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AO Lead

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**Accelerating Opportunity “Elite Eight”**

The “Elite Eight” are the eight original community colleges participating in the Accelerating Opportunity Initiative from its beginning in Illinois. These eight colleges forged the path for other colleges to follow and have worked diligently to provide industry-recognized credentials integrated with basic skills for Adult Education students through partnerships with Career and Technical Education in their various institutions. The colleges are currently in the third year of the initiative. The program administrators of the “Elite Eight” have also served as mentors for the ICAPS/Accelerating Opportunity Affiliates who have been added each year, starting in year two. The community colleges in the “Elite Eight” include: College of Lake County, Danville Area Community College, Elgin Community College, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, McHenry County College and Richard J. Daley College.

**ICAPS/Accelerating Opportunity Affiliates (Transitions Academy Cohort One)**

ICAPS/Accelerating Opportunity Affiliates (Cohort One) include four community colleges added in the second year of the Accelerating Opportunity Initiative to increase the number of industry-recognized credentials and to expand the provision of integrated models in Illinois. These four programs were part of the Illinois Transitions Academy, a joint effort in collaboration of Adult Education and Career and Technical Education at the Illinois Community College Board. The four programs in Cohort One include: Black Hawk College, Illinois Central College, Kishwaukee College and Parkland College.

**ICAPS/Accelerating Opportunity Affiliates (Transitions Academy Cohort Two)**

Additional ICAPS/Accelerating Opportunity Affiliate programs continue to be added each year through the Illinois Transitions Academy. There are six community colleges in the ICAPS/Accelerating Opportunity Affiliates Cohort Two. These programs have been in the design phase and have begun or will begin implementation of integrated models soon; therefore information from these programs is not included in this edition of the program profiles. The six colleges participating in ICAPS/Accelerating Opportunity Affiliates (Cohort Two) include: College of DuPage, Heartland Community College, Kaskaskia Community College, Prairie State College, Rock Valley College and South Suburban College.
College: College of Lake County (CLC)

Career Pathway(s):
Basic vocational certificates (BVC) in:
• Computerized Numerical Controls (CNC)
• Gas Metal Arc Welding
• Automotive

# Students Served: 67 students served through January 2014

# Certificates/Credentials Earned: 78

Many students are still mid-way through their program, and we anticipate additional certificates will be earned by the current AO students.

CNC = 25 total certificates earned so far
• Five CNC students have earned 5 certificates each:
  • CNC Mill Operator I
  • CNC Lathe Operator Level I
  • Measurement, Materials & Safety
  • Job Planning, Benchwork & Layout
  • OSHA Safety

Automotive = 53 total certificates earned so far
• 7 students have earned Brakes and Suspension Specialist Certificates
• 34 students have earned SP2 (safety and pollution prevention) certificates
• 12 students have earned the Valvoline Oil Change certificate

# Entering Employment:
Total AO students employed: 32

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>EMPLOYED</th>
<th>WORKING IN PATHWAY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNC</td>
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<tr>
<td>Automotive</td>
<td>6 of 24</td>
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</table>

# Transitioning to College: 5 students
• CNC = 3 students
• Automotive = 2 students

Career and Technical Education (CTE) Role:
The CTE instructors and the AE instructors collaborate with one another throughout the AO program on how to most effectively present the CTE lessons to the AO students. The CTE departments prepare the students to earn industry-recognized certificates.

Adult Education (AE) Role:
The AE division provides overall leadership and coordination for AO at the college. AE works with departments across the college as it carries out marketing, recruitment, enrollment and retention of AO students. For example, we collaborated with the marketing department to create brochures and a webpage (www.clcillinois.edu/ao) for our AO program. Further, the AE instructors observe the classes in the CTE certificate program before the AO program starts. The AE instructors provide a contextualized basic skills class that is offered concurrently with the CTE classes to the AO students.
Team Teaching:
AE instructors are in the CTE classes 50% of the time. The AE instructors teach classes that reinforce the basic math, reading, writing and other basic skills that the AO students need to succeed in their CTE classes. AE and CTE instructors are in constant communication with one another via email, phone, and monthly coordination meetings.

Support Services Offered:
Our AO navigator provides many supports for the AO students. The navigator meets with the students to determine if the AO program would be a good fit for them using a college readiness screening tool. She helps the students apply for financial aid and foundation scholarships. She informs the students of the services available for them at the College such as counseling and tutoring. She follows up with students in regards to their absences, grades, etc. Perkins funds are leveraged to help students with obtaining textbooks when needed. AO students have gone on field trips to trade shows and area employers. Additionally, this past fall we added a two-week college readiness “boot camp” to help the AO CNC students learn study skills and to be well-prepared for their first day of class. Moreover, the Youthbuild Lake County case manager offers comprehensive support to clients enrolled in the AO Automotive program.

Partnerships Developed:
• We partner with Youthbuild Lake County on the Automotive certificate program
• Area employers come to class and give mock employment interviews to students
• The job center provides assistance to students with resume writing

Our AO navigator made contact with employers throughout Lake County in her recruitment efforts. Some of the welding and CNC students are having their tuition costs reimbursed by their employers.

Braided Funding Streams:
As ICCB funding for the AO project comes to a close this fall, we are planning to use Perkins funds to provide basic skills support to students in their first class of a CTE certificate program. In addition, there are three employers providing tuition reimbursement for their employees in Welding and CNC.

Culture Changes: At College of Lake County there has been strong support for transition programs for many years. Before AO started up at our college, our Adult Education program had already been offering English as a Second Language (ESL) support for certificate programs in Automotive, Heating, Ventilation and Air Conditioning (HVAC), and Administrative Office Systems (AOS).

Policy Changes: We are looking into the possibility of having Perkins cover the cost of students’ testing for industry-recognized credentials.

Successes/Outcomes:
• AE and CTE instructors have participated together in professional development
• By January 2014, 67 students have been served in AO, and a total of 78 credentials have been earned
• 33 students are employed, 21 in their field of study
• Average GPA for the CNC and Welding students has been equivalent to or higher than CTE students not enrolled in AO
• Of the 5 students continuing their education after AO, 2 of them are honor roll students
• Our AO program has provided mentoring to the AO programs at Kishwaukee College and College of DuPage
• The AO Welding program was featured in a Lake County newspaper in May 2014 www.lakecountysuburbanlife.com/2013/05/02/sparks-in-the-dark-clcs-welding-program/a25n6gh/
• Our AO program is featured in the Adult Education program overview video shown at our ESL and ABE/GED New Student Orientations www.clcillinois.edu/adulted
College: Danville Area Community College (DACC)

Career Pathway(s): Advanced Certified Nursing Assistant (CNA), Fundamentals of Automotive Technology

# Students Served: 111 through January 31, 2014

# Certificates/Credentials Earned: 174

CNA = 112
Certificates were awarded in Alzheimer’s/Dementia Care Training, Monitoring Vital Signs, Infection Control, First Aid & CPR, CNA and Medical Terminology

Automotive Technology = 62
Certificates were awarded in Steering & Suspension Systems, Engine Technology, Braking Systems, Engine Electrical Systems, Automotive Shop Safety, and Air Conditioning

# Entering Employment: 31

# Transitioning to College: 5 (2 CNA, 3 Automotive)

Career and Technical Education (CTE) Role:
• Work closely with basic skills instructor and AO Coordinator to offer regular reporting of student progress
• Promote the AO model to all students in their program so as to encourage enrollment in AO
• Collaborate with basic skills instructor to align and integrate learning outcomes

Adult Education (AE) Role:
• Overall program coordination and promotion, including internal and external presentations to boards and community agencies
• Provision of support services and student recruitment and retention efforts
• Contextualized instruction linked directly to the content within the CTE classroom
• Selecting and supporting adult education faculty and ensuring a “right fit” for each CTE program
• Connecting each division’s process for student registration and coordination of class scheduling procedures
• Facilitating the process of bringing the program to scale and identifying sustained braided funding opportunities

Team Teaching:
Adult basic skills faculty team teach with the CTE faculty 50% of the time in the CTE classes. The team teacher also teaches a separate contextualized support base class to reinforce the concepts taught in the CTE classes.

Support Services Offered:
• A part-time program coordinator
• Textbooks on loan
• Tuition waived by the college
• Career services and academic advising
• Tutoring for basic skills classes
• Social services introduced to the Adult Education students
Partnerships Developed:
- Partnerships with local employers has led to the hiring of AO graduates
- Local Workforce Investment Board (LWIB) has supported the program with referrals and information from the beginning
- Vermilion Advantage economic development assists with labor market statistics
- An automotive advisory board has collaborated with the CTE Dean

Braided Funding Streams:
- Perkins grant buys equipment for the technical classrooms
- Accelerating Opportunity grant
- Vermilion Area Unmet Needs Partnership has provided funds for transportation

Culture Changes:
- The entire college leadership has supported the Accelerating Opportunity program from the start
- As an Achieving the Dream college, data has been used in making the decision to support the program
- The college allows students without a high school credential to earn college credit, while pursuing their GED (general education degree)
- The Advanced CNA certificate was developed with the support of employers who said preference would be given at hiring
- Trust has developed over time with the CTE divisions, as the team teachers work together and develop their complementary teaching styles

Policy Changes: Previously, DACC did not award college credit for the CNA classes, but through the efforts of this program college credit is now attained for CNA classes.

Successes/Outcomes:
- 111 students were served (by January 31, 2014)
- 174 certificates awarded
- 31 students employed
- 21 earned GED certificates
College: Elgin Community College (ECC)

Career Pathway(s):
Basic vocational certificates (BVS) in:
• Computer Numerical Control (CNC)
• Welding
• Dental Office Aide
• Heating, Ventilation, & Air Conditioning (HVAC)

# Students Served: 84 students served through October 2013

# Certificates/Credentials Earned: TOTAL: 54 (many students still mid-way through the program at time of print)

CNC = 17 credentials
17 students received a BVS certificate in CNC

Welding = 26 credentials
7 students received 2 welding certificates, vertical up and overhead = 14 credentials
6 students received 2 BVS certificates, 1 in Basic Welding & 1 in Metal Inert Gas (MIG) Welding = 12 credentials

Dental Office Aid = 11 credentials
5 students received CPR (cardiopulmonary resuscitation) certificates = 5 credentials
6 students received a BVS certificate in Dental Office Aide = 6 credentials

Entering Employment:
TOTAL EMPLOYED = 55

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>EMPLOYED</th>
<th>WORKING IN PATHWAY AREA</th>
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</thead>
<tbody>
<tr>
<td>CNC</td>
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<td>Dental</td>
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<td>HVAC</td>
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</table>

# Transitioning to College:
9 students
CNC = 6 students
Dental = 3 students
Career and Technical Education (CTE) Role:
• Work closely with basic skills instructor and AO coordinators to offer regular reporting of student progress
• Promote the AO model to all other students in their program so as to encourage participation/enrollment in AO
• Collaborate with basic skills instructor to align and integrate learning outcomes

Adult Education (AE) Role:
• Overall program coordination and promotion, including internal and external presentations to boards and community agencies
• Provision of support services and student recruitment/retention efforts
• Contextualized instruction linked directly to the content within the CTE classroom
• Selecting and supporting adult education faculty and ensuring a “right fit” for each CTE program
• Connecting each division’s process for student registration and coordination of class scheduling procedures
• Facilitating the process of bringing the program to scale and identifying sustained braided funding opportunities

Team Teaching:
Students attend the program as a cohesive cohort for two consecutive semesters of instruction. Adult basic skills faculty overlap with the career technical education (CTE) faculty minimally 50% of the time in the CTE classes and teach a separate contextualized support course. Adult education faculty remain with their assigned cohort for two consecutive semesters.

Support Services Offered:
• Two full-time Program Coordinators/Career Navigators
• Loaner textbooks
• Three credit hour tuition waiver
• Additional three credit hour tuition waiver for students completing their GED (general education degree)
• On-site Workforce Investment Act (WIA) eligibility screening
• Free WorkKeys Assessment/National Career Readiness Certificate
• Field trips and site visits to local employers and job fairs
• Career readiness workshops

Partnerships Developed:
• Local workforce board agreed to send an individual on campus once per week to screen participating students for WIA eligibility.
• ECC was approved to receive WIA eligible referrals through the Workforce Innovation Grant for the AO program in Welding and CNC. Approved students receive full support for tuition and supplies/books.
• The Trade Adjustment Assistance Community College and Career Training (TAACCCT) consortium grant has made it possible to fund a Career Navigator, a portion of a second Career Navigator, and other AO associated program costs.
• Partnerships with local businesses has led to the successful hire of numerous AO students.
**Braided Funding Streams:**
- Carl D. Perkins
- Accelerating Opportunity
- WIA Adult and Dislocated Worker
- Workforce Innovation Grant (Accelerating Training for Illinois Manufacturing, ATIM)
- Trade Adjustment Assistance Community College and Career Training (TAACCCT)
- Illinois Network for Advanced Manufacturing (iNAM)
- ICCB Adult Education and Family Literacy Performance
- Elgin Community College Foundation (student scholarships)

**Culture Changes:**
Support from the level of the President on down has contributed to the success of the program at ECC. As ECC is an Achieving the Dream Leader College, AO fits in well with the current vision and mission of the college. Relentless external and internal presentations have helped to raise local awareness. Support from the college’s Marketing and Communications departments has raised the visibility of the AO program, highlighting student successes. Utilizing student advocates to speak at events has helped others understand the program. Trust has continued to develop and grow over time with the CTE divisions as faculty partners develop rapport and have several semesters of experience working together. Overall, faculty members, administrators, and staff members from various divisions recognize that this program model prepares students for the academic work ahead and improves their chances for completion.

**Policy Changes:**
- An administrative procedure was developed to allow AO students to receive a three credit hour tuition waiver.
- Students in certain pathway areas were permitted to enroll without meeting all prerequisite requirements (e.g. high school diploma, COMPASS or PSB (Psychological Services Bureau) test scores at a specific level).
- Students on the self-pay plan were permitted to set up an individualized payment plan through the financial aid office (versus adhering to all ordinary self-pay deadlines).

**Successes/Outcomes:**
- 84 were served in AO (by October 2013).
- A total of 54 credentials were earned (by 38 students who had the opportunity to complete the program by October 2013).
- 55 students were employed (24 in their field of study).
- 29 students graduated with Basic Vocational Certificates (additional students were mid-way through the program).
- Average grade point averages for AO students were generally equivalent to (or sometimes higher than) CTE students not enrolled in AO.
- Completion rates were generally higher for AO students than for CTE students not enrolled in AO.
College: Lake Land College (LLC)

Career Pathway(s):
- Manufacturing (2 programs)
- Fundamentals of Manufacturing
- Manufacturing Skills
- Health Science

# Students Served: 112

# Certificates/Credentials Earned: 182

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<th>CAREER PATHWAY</th>
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<td>Health Science</td>
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Completing GED: 2

# Entering Employment: 49

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<th>CAREER PATHWAY</th>
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<tr>
<td>Health Science</td>
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Transfering to College:

<table>
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<tr>
<td>Manufacturing Skills</td>
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</tr>
<tr>
<td>Health Science</td>
<td>4 of 55</td>
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</tbody>
</table>

Career and Technical Education (CTE) Role:
- Provide instruction in CTE skills and work ethics, provide real work examples and problem solving/critical thinking activities to prepare students for the workforce, industry certifications, and lifelong learning
- Work collaboratively and closely with team teacher to contextualize and integrate instruction, and develop teaching strategies to meet diverse, individual student needs for academic and workplace success, as outlined in course description and performance measures
- Link basic skills applied in the program, as well as refer students to support services needed for success in the program and on the job
- On a daily basis, the CTE instructor works collaboratively with the basic skills instructor
- Promote the AO model to potential students, advisory members, and community
Adult Education (AE) Role:
• Provide instruction in basic skills and successful transition, link basic skills to real work examples and problem solving/critical thinking activities to prepare students with the basic skills required for the workforce, industry certifications, and life long learning, as outlined in course description and performance measures
• Link basic skills and the application in the program and on the job through contextualized instruction
• Refer students for support services needed for success in the program and on the job
• Work collaboratively with the CTE instructor
• Promote the AO model to potential students, advisory members, community and the college
• Recommend supplemental instructional materials to enhance student success
• Support students in on-line medical terminology course
• Facilitate registration and scheduling of classes
• Remain with the cohort through program completion

Team Teaching:
• The courses are team taught at least 50% of the time in all programs.
• There is not team teaching during health science clinical days; however students are in contact with the basic skills instructor for additional instructional support as well as certification testing preparation.

Support Services Offered:
• Student support success resources are accessed through Lake Land College, community based organizations, and a wide range of community and regional social service programs.
• Each student is provided individualized services, which may include: Orientation to the AO program, Lake Land College, and career plan development; transition planning; team teaching; skill and career assessment and interpretation; in class academic assistance; study strategies; test taking skills, time management, and organizational skill development; transportation, basic skills support class; tutoring; college and career advisement; team building; self advocacy skills; financial literacy and planning; financial aid and scholarship search; and referral and assistance to obtain social services form local social service entities, i.e. emergency cash assistance, health and dental care, food, transportation, housing, child care, crisis intervention.

Partnerships Developed:
During the grant planning and implementation these partnerships were formed and/or strengthened:
• CTE faculty and division chairs supported the project with the provision of program facilities and equipment, faculty, and guidance.
• Regional braided funding meeting, Workforce Investment Act (WIA) found a niche to assist student with tuition and other educational assistance if client criteria is met.
• Advisory meetings for Manufacturing and Health Science further refined curricula and created partnerships for work based learning, donations and continued relationships.
• During the Advisory meeting the Health Science program developed Basic Nursing Assistant (BNA) certificate programs with specialization in acute care/medical office practice or restorative aide/home health.
• BNA targeted Job Fair for graduates was integrated with other BNA classes across the college to link students and local employers. Students came prepared with resumes and ready to interview. Business partners reported this was the best recruitment activity they had been involved in
• The Fundamentals of Manufacturing program was a direct outgrowth of local employer needs in two counties. The program is located at a college extension center 50 miles from the main campus to minimize the transportation barrier and help ensure access for students who will be potential employees to those businesses. These are most often students that may not attend programs at the main campus.
• The Manufacturing Skills program also grew from employer need. A new sixteen credit hour certificate was developed at the college and is expected to be the base for an additional stackable certificate and associate degree now in development. This is in collaboration with the College’s Perkins Program.
Braided Funding Streams:
Current braided funding streams include:
• College tuition vouchers
• Adult education tuition waivers
• CEFS (WIA) tuition waivers, transportation, books and supplies
• Pell grant
• Child care assistance through Child Care Resource and Referral
• Transportation through the regional transit system
• Supplemental Nutrition Assistance Program (SNAP)
• Subsidized housing and utilities
• Mental health
• Sarah Bush Lincoln Health System Dental Services

Culture Changes:
• The ICAPS/AO Basic Nursing Assistant (BNA) class is a valued placement for students who Test of Adult Basic Education (TABE) test 6.0 to 8.9 Grade Level Expectation (GLE) in reading.
• AO is another pathway in adult education to provide students with an on-ramp to education.

Policy Changes:
• The Lake Land College Board of Trustees has provided tuition vouchers for the CTE coursework during the time period of the grant.
• We are not aware of additional, specific policy changes, most tasks were implemented within policy, but processes were approached differently with the support of multiple college programs, including: admissions, bookstore, academic divisions and student services.
• Evaluation data from a Health Science/Certified Nursing Assistant (CNA) job fair which was followed by an advisory committee meeting, we noted that in addition to on the job training and Continuing Education Unit (CEU) training, many employers offered tuition assistance for further education to qualifying employees; those who participated in the fair were pleased with the students’ job skills, and recognized the students soft skills in regards to the job fair – bringing a resume, prepared to complete an application, setting interview dates, dress, and manner.

Successes/Outcomes:
• Response to local employer employment needs
• Created additional on-ramp for students to access
• College leading to family supporting employment
• Collaboration with Lake Land College BNA Program to assess and place students where they will most likely succeed
• Developed a successful, replicable transition AO bridge model
• Collaborated with Lake Land College Counseling Services to expand the student support services reference listings
• Expansion of education, business, and agency Collaborations
• Development of new stackable certificates for the college
• Demonstrated student success using co-enrollment and contextualized andragogy
College: Lewis & Clark Community College (L&C)

Career Pathway(s): Automotive Technology, Welding Technology, Emergency Medical Technician, New Media Technologies (new Fall 2014)

# Students Served: 72 (as of December, 2013)

# Certificates/Credentials Earned: 182 (as of December, 2013)

# Entering Employment: 40 (as of December, 2013)

# Transitioning to College: 25 students

Career and Technical Education (CTE) Role:
• Work closely with basic skills instructor and AO coordinators to offer regular reporting of student progress
• Collaborate with basic skills instructor to align and integrate learning outcomes

Adult Education (AE) Role:
• Overall program coordination and promotion, including internal and external presentations to boards and community agencies
• Provision of support services and student recruitment/retention efforts
• Contextualized instruction linked directly to the content within the CTE classroom
• Select and support adult education faculty and ensuring a “right fit” for each CTE program
• Connect enrollment process and coordination of class scheduling procedures
• Facilitate the process of bringing the program to scale and identifying sustained braided funding opportunities

Team Teaching:
Students attend the program as a cohesive cohort for at least one semester of instruction. Adult basic skills faculty overlap with the career technical education (CTE) faculty minimally 50% of the time during this first semester in the CTE classes and teach a separate contextualized support course.

Support Services Offered:
Students receive the support of a strong transition coordinator, access to a professional counselor, assistance by extremely caring and knowledgeable instructors who teach an academic support course, and the benefit of being a part of a learning community. Students are assisted with tuition, loaner textbooks, and transportation. A math course has been added to the first semester to both meet college requirements and to help students with the math skills necessary to pass the general education development (GED) test.

Partnerships Developed:
One of the strengths of these programs is that we focus our energy and resources on innovative instruction and supports and we involve ourselves with internal partners who already have existing partnerships with employers. Every college technical program has an advisory committee made up local employers who advise faculty coordinators on current practices and make recommendations to maintain relevance and alignment to the workplace. We partner closely with our YouthBuild/AmeriCorps program and are developing strong partnerships with our local public assistance and probation organizations.
Braided Funding Streams:
• ICCB Adult Education and Family Literacy State Funds
• Accelerating Opportunity
• Carl D. Perkins
• Department of Labor YouthBuild
• Department of Education Title III
• Trade Adjustment Assistance Community College and Career Training (TAACCCT)
• Illinois Network for Advanced Manufacturing (iNAM)

Culture Changes:
Adult Education reports to Vice President of Academic Affairs. Her support has been significant even to the point of being the AO Project Lead and her enthusiasm ripples throughout the college from advising to financial aid to the Deans and the CTE faculty. Trust has continued to develop and grow over time throughout the campus. We have definitely experienced a culture shift at L&C with Accelerating Opportunity. Two examples that demonstrate this shift are: (1) AO programming was included in three new grant proposals – a recently funded TAACCCT, ATIM (Workforce Innovation Fund), and in our current Title III grant, and (2) CTE faculty regularly “stop by” our Transition Coordinator’s office to check in and discuss students (this did not occur prior to AO). Overall, faculty, administrators, and staff members from various divisions recognize that this program model prepares students for the academic work ahead and improves chances for college completion.

Policy Changes:
L&C was one of the first colleges to figure out how to use passing the GED in the same way that PELL’s Ability to Benefit was formerly used to fund college for adult education students. L&C uses Perkins to support all adult students in career programs, even those who start college without a high school diploma or GED. The College has given AO students a waiver to allow them to enroll in EMT classes without a GED with the understanding that they would complete it during the semester.

Successes/Outcomes:
• 72 students were served as of December, 2013
• A total of 182 credentials were earned
• 40 students were employed
• 25 students continued in college
• 29 students earned their GEDs (60%)
• 38 students earned over 12 college credit hours
College: Lincoln Land Community College (LLCC)

Career Pathway(s):
• Adult Career Pathway to Healthcare
• Adult Career Pathway to Early Childhood Education
• Adult Career Pathway to Automotive Technology

# Students Served: 114

# Certificates/Credentials Earned: 171
• Healthcare certificates include CPR for Healthcare Providers, Basic Nurse Assistant Certificate of Completion, Illinois Nurse Assistant Certificate
• Early Childhood certificate is a 12-hour Level 2 Early Childhood Education (ECE) Certificate of Completion
• Automotive Technology is a 32 hour Automotive Technician Certificate of Completion

# Entering Employment: 33
• 27 Healthcare students are employed in the pathway area
• 5 Early Childhood Education students are employed in the pathway area
• 1 Automotive Tech student is employed in the pathway area, and continuing education

# Transitioning to College: 14
• 7 Early Childhood Education (ECE) students are currently enrolled in additional courses in ECE
• 2 Automotive Tech students are completing the courses toward the 32-hour certificate
• 5 Healthcare students have enrolled in additional coursework

Career and Technical Education (CTE) Role:
• The Dean of District Learning Resources serves as a co-lead on the AO project and as the liaison with the CTE Deans.
• The Associate Dean of Nursing is a key partner in the Adult Career Pathway to Healthcare and has played a vital role in the development of this pathway with support from the Dean of Health Professions.
• The Dean of Business & Technologies has been a key partner for the Adult Career Pathway to Automotive, and while this is not currently an active pathway, we anticipate re-designing this for FY15.
• CTE Instructors coordinate with Adult Ed staff on student attendance, progress, and issues and concerns.

Adult Education (AE) Role:
• The Director of Adult Education is the project lead and the Transitions Coordinator is based in Adult Education and serves as the project coordinator.
• Adult Education provides professional development for instructors and provides support classes for students.
• Adult Education coordinates the pathway development and implementation, and leads the evaluation and modification of the pathways.
• The Transition Coordinator is responsible for coordination of registration and class schedules.
• AE staff provides recruitment, retention, and support services.
• AE staff participates in training and site visits to improve upon, take to scale, and continue to develop effective pathways.
• AE staff are responsible for the budget, braided funding, and day-to-day operations of the grant.
Team Teaching:
Team teaching is provided in each pathway. Students enroll as a cohort and attend a support class in addition to their credit courses. Adult Education faculty supports the students through the first 12 hours of their certificate program.

Support Services Offered:
• Transition Coordinator
• 6 credit hour tuition waiver for GED graduates
• Learning Lab access
• National Career Readiness Certificate (NCRC) available at no cost
• Career readiness activities
• Financial Aid workshops available
• Budget and Finance workshops

Partnerships Developed:
• Sangamon County Comm. Resources (SCCR) sends a case manager to assist in participant screening and support services for Healthcare Pathway students
• SCCR provides funding for tuition, books, and supplies for income eligible Healthcare Pathway students
• National Association for the Education of Young Children (NAEYC) provided access to professional membership to ECE students
• Sangamon County Dept. of Public Health – sends staff to administer required TB testing on-site to Healthcare students
• Workforce Investment Act (WIA) refers eligible clients for screening

Braided Funding Streams:
• Sangamon County Community Resources – funding for Healthcare Pathway students (tuition, books, fees and supplies)
• Carl D. Perkins
• ICCB Adult Education and Family Literacy grant
• Lincoln Land Community College – tuition waivers for GED graduates
• Springfield Rotary - bus tokens/GED test fees
• Accelerating Opportunity grant

Culture Changes:
Adult Education students have shown success in the pathways, which has changed perceptions of the role our students can have at the college, as well as highlighted the point of entry adult education students have for credit programs. Awareness via presentations, administrator meetings, and sharing of data with internal partners has helped to highlight the benefits and the challenges of integrated instruction.
Policy Changes:
The Automotive Technology program is adding a 12-credit stackable certificate, and has also identified two CTE content courses that students must pass with a “C” or better before moving on in that program. This will help not only with completion, but with student finances, in that students will not be required to purchase expensive tools until they have met this requirement. This will also allow for the pathway program to assist students who test in the approved adult education National Reporting System (NRS) levels to receive support (with team-teaching and support classes) so they can pass these courses up front. A recent cohort of students was permitted to enroll in a course without meeting the Accuplacer requirement.

Successes/Outcomes:
• 114 students have been serviced as of October 2013
• A total of 171 certificates were awarded to our AO students
• Over 850 college credits have been earned in this time frame by AO students
• The college is looking at the integrated model as a path to enrollment and completion for adult education students
• Discussions about stackable credentials are happening in some CTE programs
College: McHenry County College (MCC)

Career Pathway(s):
• Manufacturing Design Technology
• Automotive Maintenance Technician
• Administrative Office Skills

# Students Served: 59

# Certificates/Credentials Earned: 13

# Entering Employment: 6

# Transitioning to College: 6

Career and Technical Education (CTE) Role:
The Career Technical Education department takes special efforts to make available instructors and class schedules specially designed to accommodate the AO co-teaching model while meeting the needs of the unique adult basic skills learners in the classroom setting.

Adult Education (AE) Role:
Adult Education provides Adult Education instructors supporting the co-teaching model in the content area classes. In addition, Adult Education instructors conduct supplemental content specific supplemental classes.

Team Teaching:
Preparation for Team Teaching occurs prior to class. Team Teaching is carried out during class times for applicable content areas.

Support Services Offered:
Support services include Enligh as a Second Language (ESL) and General Education Development (GED) classes. In addition, an Accelerating Opportunity navigator is available and responsible for recruitment, registration, obtaining materials, assisting in exploring possible financial resources, and offers support and guidance throughout the certificate program.

Partnerships Developed:
Partnerships that have developed through the Accelerating Opportunity program include inclusion in the McHenry County Area Planning Council as well as the Workforce Network of McHenry County.

Braided Funding Streams:
Though the use of braided funding streams has not been systematized, our program has benefited from a few contributions from individual donors and one employer who has covered the cost for his employees.

Culture Changes:
Significant culture change has come through the inclusion of Adult Basic Skills learners participating in Career Technical classes. The Career Technical team has demonstrated increasing acceptance of the AO program including the presence of an Adult Education instructor participating in classes via the co-teaching model.

Successes/Outcomes:
The Accelerating Opportunity program has provided the bridge for Adult Education learners to acquire college-technical training so as to participate in the increasingly technical environment of today’s workplace.
Richard J. Daley College

**College:** Richard J. Daley College (Daley)

**Career Pathway(s):**
Basic vocational certificates in:
- Computer Numerical Control (CNC)
- Basic Nursing Assistant
- Medical Billing and Coding
- Pharmacy Technician
- Phlebotomy Technician
- Home Health Aide

**# Students Served:** 228 students served through November 2013

**# Certificates/Credentials Earned:**
- CNC = 169 credentials
- Basic Nursing Assistant = 200 credentials
- Medical Billing and Coding = 61 credentials
- Pharmacy Technician is a new program as of Spring 2014
- Phlebotomy Technician is a new program as of Spring 2014
- Home Health Aide = 57 Credentials

**Entering Employment:**
TOTAL EMPLOYED = 156

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>EMPLOYED</th>
<th>WORKING IN PATHWAY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNC</td>
<td>40 of 49</td>
<td>33</td>
</tr>
<tr>
<td>Medical Billing and Coding</td>
<td>41 of 61</td>
<td>37</td>
</tr>
<tr>
<td>Basic Nursing Assistant</td>
<td>75 of 119</td>
<td>65</td>
</tr>
</tbody>
</table>

**# Transitioning to College:** 11 students
- Manufacturing = 8 students
- Health Science = 3 students

**Career and Technical Education (CTE) Role:**
- Develop flexible schedules for programs to align with the nontraditional students who cannot attend the regular class sessions
- Plan, manage, and provide direction to the AO program to increase the number of Pathways offered
- Work closely with vocational instructors and coordinators to offer regular reporting of student progress
- Communicate with all College staff, the mission and goals of the AO model, to encourage participation through enrollment in AO
- Offer professional development to vocational instructors involved with the AO program
Adult Education (AE) Role:
• Overall program coordination and promotion including internal and external presentations to boards and community agencies
• Provision of support services and student recruitment/retention efforts
• Offer College Success workshops to all AO students
• Contextualized instruction linked directly to the content within the CTE classroom
• Connect each division’s process for student registration and coordination of class scheduling procedures
• Facilitate the process of bringing the program to scale and identifying sustained braided funding opportunities
• Offer professional development to all AE instructors involved in the AO program

Team Teaching:
Students attend the program as a cohesive cohort for two consecutive semesters of instruction. Adult basic skills faculty overlap with the career technical education (CTE) faculty minimally 50% of the time in the CTE classes and teach a separate contextualized support course. Adult education faculty remains with their assigned cohort for two consecutive semesters.

Support Services Offered:
• Three full-time Program Coordinators/Career Navigators
• Gateway program: up to nine credit hours tuition free courses
• On-site Workforce Investment Act (WIA) eligibility screening
• Career readiness workshops
• Offer AO students the same college services as college credit

Partnerships Developed:
• Local workforce boards agreed to serve AO students as priority clients and are given accommodating appointments for eligibility sessions
• Chicago Housing Authority partnerships provided supportive services and tuition for students of AO
• Developed relationships with Community Based Organizations to provide supportive services for AO students

Braided Funding Streams:
• Carl D. Perkins
• Accelerating Opportunity
• WIA Adult and Dislocated Worker
• Workforce Innovation Grant (Accelerating Training for Illinois Manufacturing, ATIM)
• Chicago Housing Authority
• SER
• Safer Foundation
Culture Changes:
Accelerating Opportunity is in direct alignment of the four reinvention goals of City Colleges of Chicago (CCC). The purpose of Reinvention has always been to drive greater degree attainment, job placement, and career advancement. We must ensure our students are prepared to move into higher education and that they have the skills for jobs in the 21st century. We believe there is no other institution better positioned to become an economic engine for the City of Chicago.

The four core goals of Reinvention have remained the same since the initiative’s inception in 2010:

1. Increase the number of students earning college credentials of economic value
2. Increase the rate of transfer to Bachelor’s degree programs following CCC graduation
3. Drastically improve outcomes for students needing remediation
4. Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Reforms implemented through Reinvention have delivered major progress towards these goals. For instance, City Colleges’ graduation rate has improved, more students are earning certificates and degrees each year, and more adult education students are moving into college-level courses.*

* [http://www.ccc.edu/menu/pages/reinvention.aspx](http://www.ccc.edu/menu/pages/reinvention.aspx)

Policy Changes:
• Wrap around advising services including intensive orientation and intake process
• Students in certain pathway areas were permitted to enroll without meeting all prerequisite requirements

Successes/Outcomes:
• 228 were served in AO (by November 2013)
• A total of 430 credentials were earned (by November 2013)
• 156 students were employed (24 in their field of study)
• Retention for the programs is 87%
• AO Basic Nursing Assistant testing at 95% average
College: Black Hawk College (BHC)

Career Pathway(s): Computer Numerical Control (CNC)

# Students Served: A cohort of 7 students began classes in August 2013, and are currently enrolled in the second semester which will end in May 2014.

# Certificates/Credentials Earned: TOTAL: 7
(The same 7 students are currently enrolled in the second of two certificates of the program)

- CNC Manufacturing Certificate 1 (15 credit hours)
- CNC Manufacturing Certificate 2 (14 credit hours) (Total of 29 credit hours)
- CNC Manufacturing Certificate 1 is a pre-requisite for CNC Manufacturing Certificate 2
- 7 students have earned the CNC Manufacturing Certificate 1 and are currently enrolled in the CNC Manufacturing Certificate 2 program

Entering Employment:
Total Employed = 7

<table>
<thead>
<tr>
<th>CAREER PATHWAY</th>
<th>EMPLOYED</th>
<th>WORKING IN PATHWAY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Numerical Control</td>
<td>7</td>
<td>Classes have not been completed.</td>
</tr>
</tbody>
</table>

# Transitioning to College:
We are working within the current student cohort to transition students toward college enrollment in the Engineering Technology (ENGT) A.A.S. degree.

Students may also complete the Manufacturing Processes Certificate (21 cr. hrs.) by completing one additional course, ENGT 283 Advanced Machining Operations.

Career and Technical Education (CTE) Role:
- Promotes the AO model to all potential students so as to encourage participation/enrollment in AO/ICAPS programs
- Offers a text book, laptop and calculator loan program, academic advisement, early alert advising, and assistance with transportation, supplies and tuition for Pell eligible students
- Works with student services such as enrollment services and financial aid to facilitate student’s navigation through the college system
Adult Education (AE) Role:
• Leads the overall ICAPS program
• Offers a pre-basic math course prior to starting the ENGT 123 Technical Math class
• Contextualized instruction linked directly to the content within the CTE classroom
• Selects and support adult education faculty and ensuring a “right fit”
• Funds the Adult Education faculty salary
• Enter data and track student progress in the state’s DAISI data system
• Conducts initial screening of recruited students

Joint AE and CTE Roles:
• Work jointly with students in all phases from recruitment to graduation
• Overall program coordination and promotion, including internal and external presentations to employers and advisory council
• Work closely with basic skills and content instructors and students to ensure all avenues are covered for program implementation
• Provision of support services and student recruitment/retention efforts
• Braided grant funds to cover student and instructional costs as deemed appropriate according to AE and Perkins guidelines
• Connect with Engineering Technology Department, specifically with faculty for coordination of class scheduling, procedures, and support
• Administrators of AE and CTE work collectively with College administration at various phases for clear communication
• Facilitate the process of bringing the program to scale and identifying sustained braided funding opportunities

Team Teaching:
Students enter the CNC Manufacturing Certificate program as a cohort for two consecutive semesters of instruction. An AE (basic skills instructor) overlaps with the career technical education (CTE) instructors 100% of the time (during the pilot project) within the CTE classes, and teaches a separate contextualized support course. Prior to enrolling into the CNC courses, some students attend an Adult Education math class to prepare for the Engineering Technology 123 Technical Math course.
Support Services Offered:
• Support staff from CTE, Adult Education and the Early School Leaver Transition Program
• Textbooks, laptop and calculator loan program
• Student Achievement Award: Three (3) credit hour tuition waiver for students who are not financial aid eligible during the second semester (application process)
• Students will be referred for WIA eligibility screening
• Field trips and site visits to local employers
• Career readiness is offered during the support class with guest speakers and with class visits to the College’s Career Resource Center for resume development and job search. Students attend the annual BHC job fair
• Non-Pell eligible students: Tuition was located through community groups and the BHC Foundation office. Emergency funds were granted to one student who was undergoing a personal (out of country) family medical crisis
• Faculty work outside of regular classes to provide extra lab time for initial exposure to industry related tools and language as well as class projects

Partnerships Developed:
• The BHC Foundation office has offered tuition assistance and scholarships on a student by student basis.
• Businesses have helped develop new program certificates and have offered tours of local area plants.
• Internal partnerships between CTE and Adult Education have created strong bonds toward scaling and sustaining the AO initiative.

Braided Funding Streams:
• Carl D. Perkins
• Accelerating Opportunity
• ICCB Adult Education and Family Literacy
• Black Hawk College Foundation (student scholarships)
• Community Literacy group (scholarships)
• Employer scholarships (student’s current employer)
• Private donor
Culture Changes:
The AO/ICAPS program is on its way toward visibility, growth, and support at Black Hawk College. The College’s President and Vice-President of Instruction have been extremely supportive of this initiative. The AO/ICAPS Student Achievement Award is testament to administrative support as well as the support provided by the BHC Foundation office. During each step of the way, in both the development and implementation phases, we have been met with much support whether in the form of help navigating the internal process for curriculum changes or aid in securing tuition funds for the self-paying students. We have received inquiries by other college instructional departments as they see the success and potential course growth. Throughout the College there seems to be more understanding of the initiative and a heightened awareness of Adult Education students in general. All of the classes offered in the new CNC Manufacturing Certificates are part of the Engineering Technology A.A.S. degree which provides some incentive for students to return for additional training. Because the certificates are stackable, faculty can visualize the advantage of identifying ways to offer shorter certificates which can open doors to jobs, while encouraging those same certificate completers to return for additional training.

Policy Changes:
• A new AO ICAPS Student Achievement Award was approved by the College President allowing for a 3 credit hour tuition waiver during the second semester for approved students.
• Students who completed the AE contextualized summer math course received instructor consent to enroll in MATH 123 Technical Math.
• Students on the self-pay plan were permitted to set up an individualized payment plan through the Bursar’s office (versus adhering to all ordinary self-pay deadlines).
• A system by-pass procedure was initiated for the issuance of appropriate student I.D. cards.

Successes/Outcomes:
• 7 students were served in AO during this first implementation year, 100% of the cohort have enrolled in the second semester.
• All 7 students entered the program as full-time students while also working full-time.
• 7 students graduated with the CNC Manufacturing Certificate 1 in December 2013 and will have completed their second credential, CNC Manufacturing Certificate 2 in May 2014 with a total of 14 certificates awarded.
• Through word of mouth new students have expressed interest in enrolling in the fall semester.
College: Illinois Central College (ICC)

Career Pathway(s): Health Science - Certified Nursing Assistant (CNA)

# Students Served: 8 to date

# Certificates/Credentials Earned:
4 CNA credentials,
5 ICC Nursing Assistant Certificates,
8 CPR certificates

# Entering Employment: 2

# Transitioning to College: None at this time

Career and Technical Education (CTE) Role:
• Promote AO program to students interested in CNA program
• Collaborate with basic skills instructor
• Teach Nursing Assistant and CPR classes
• Provide content review before each class

Adult Education (AE) Role:
• Overall program leadership and coordination
• Provision of support services
• Promote AO program to Adult Education students
• Pre- and post-testing, enrollment in Adult Education classes
• Teach Adult Education basic skills class
• Develop contextualized basic skills curriculum

Team Teaching:
ICC is in the process of defining and refining adult education and CTE faculty overlap.

Support Services Offered:
• Reimbursement for uniforms, finger printing, and inoculations
• Textbooks
• Review sessions before each class
• Payment for state exam review and state exam fees
• Mileage stipend

Partnerships Developed:
Existing partnerships with long-term healthcare facilities have provided opportunities for employment of students.
**Braided Funding Streams:**
- Carl D. Perkins
- State Adult Education & Family Literacy
- Accelerating Opportunity Perkins and Adult Education Funds

**Culture Changes:**
Adult Education and Perkins funds are administered by the same Dean, building on the relationship with the Health Careers Department which has existed for many years. This project has created opportunities for a deeper understanding of the partnering roles. The Dean for Developmental Reading and Writing is also part of the AO/ICAPS team and is currently examining ways to use the AO/ICAPS model in developmental education.

**Successes/Outcomes:**
A student who had not been successful in passing the state exam passed it after participating in AO. She is also now working as a CNA at the facility where she formerly worked in housekeeping.
College: Kishwaukee College (KC)

Career Pathway(s): Manufacturing – Certified Production Technician (CPT)

# Students Served: 4

# Certificates/Credentials Earned: 0

# Entering Employment: 1

# Transitioning to College: 4

Career and Technical Education (CTE) Role:
• Utilize Perkins funding to purchase supplies, materials, and/or equipment to support the CTE portion of the ICAPS Program
• Collaborate with the Adult Education basic skills instructor in a team-teaching capacity
• Provide direct, targeted support services to individual ICAPS participants that are enrolled in the CTE portion of the courses
• Support the professional development and training of personnel (Career Navigator) involved in the ICAPS program as it relates to the CTE portion of the project

Adult Education (AE) Role:
• Utilize adult education grant funding along with designated unrestricted College resources to provide instruction and supplies for ICAPS students
• Provide academic support through 50% overlap in instruction for identified ICAPS courses
• Offer supplemental academic support and GED test preparation activities through the ICAPS recitation class
• Develop curriculum for academic support in ICAPS classes and contextualized curriculum to manufacturing careers in pipeline Bridge classes

Team Teaching:
• Engage in collaboration between Adult Education and Transition Programs (AETP) and Career Technologies (CT) Divisions to pair adult education and CT faculty in selected ICAPS classes.
• Develop an instructional team through ongoing communication and collaboration, definition of classroom roles, and participation in staff development activities.
Support Services Offered:
- Full-time staff member who serves as the Adult Student Connections Coordinator and ICAPS Career Navigator
- Free textbooks and school supplies while enrolled as an ICAPS student
- Tuition waiver for college credit courses until the student is eligible for Pell grant funds
- Tuition scholarships provided by the Kishwaukee College Foundation
- ICAPS Support/Recitation class
- Free bus pass or monthly fuel stipend
- Monthly childcare stipend
- Referrals to additional agency or community services
- Proactive counseling and case management
- Access to additional support materials for industry credential assessments
- Career Cruising career assessment
- Career readiness preparation (resume writing, mock interviews, and cover letter writing)
- Assistance transitioning into an Earn and Learn Illinois Network for Advanced Manufacturing (INAM) manufacturing internship

Partnerships Developed:
- Many partnerships have been developed through marketing and outreach efforts. Some external partnerships include: 4C’s Community Coordinated Child Care, DeKalb County Association of Human Resource Management, Rochelle Area Human Resource Association, Ideal Industries, Sycamore Public Library, E. D. Etnyre & Co., Illinois workNet Center, U of I Cooperative Extension, Networking for Families, Youth Services Bureau, United Methodist Church of DeKalb, and Gene Fogle, Career Development Coordinator of the Workforce Development Consortium.
- Internal partnerships developed at Kishwaukee College include: Automated Engineering Technology Advisory Committee, Financial Aid Office, Earn & Learn (INAM) Coordinator, Business Office, and Career Technologies Division.

Braided Funding Streams:
- Carl D. Perkins
- Youth WIA (Workforce Investment Act)
- New Look Grant
- Kishwaukee College tuition waiver
- Kishwaukee College Foundation
- Adult Education Family Literacy (AEFL)
- ICCB funding: AE and CTE Leadership

Culture Changes:
- Adult Education and Transition Programs (AETP) Division is now placed under the Vice President of Instruction, aligning AETP students with an academic pathway.
- Perkins and Adult Education funds are prioritized for ICAPS academic support services.

Policy Changes:
- Funds for instruction are applied to ICAPS students for College tuition waivers.

Successes/Outcomes:
- Kishwaukee College Foundation resources are being identified for support of AO students and programming.
- Partnerships with local employers in manufacturing are being developed and maintained through ICAPS staff and faculty participation in the Career Technologies advisory board.
College: Parkland College (PC)

Career Pathway(s): Welding

# Students Served: During our pilot year, ten students enrolled in the AO program. Four students persisted to the second and final semester of the academic year.

# Certificates/Credentials Earned:
Parkland certification associated with the AO program is the Industrial Welding Level 1 Certificate. Students will earn D1-1 certification through the American Welding Society (AWS) upon completion of the program. The first cohort will complete in May, 2014.

Career and Technical Education (CTE) Role:
• The college’s dean of academic services serves on the AO design team, and leads efforts to change institutional policies in support of this initiative.
• Key CTE administrators and faculty serve on the design team, and are instrumental in resource allocation to support AO basic skills and CTE classes and faculty.
• Employer engagement

Adult Education (AE) Role:
• Provide AO grant coordination and fiscal management
• Student recruitment, intake, and orientation
• Provision of student support services
• Follow-up support and transition of AO students

Team Teaching:
Classes for AO students are offered over two consecutive semesters. As the program expands, cohort entry options will be available each semester. Overlap between basic skills and CTE faculty occurs 50% time in CTE courses. The support class taught by the basic skills faculty immediately follows CTE course(s). The basic skills faculty was given office space in the CTE department to facilitate the ease and frequency of informal planning sessions.

Support Services Offered:
• Weekly cohort meetings with Adult Education Advisor
• Textbook lending and support accessing class supplies
• Individual assistance with accessing college wide resources such as those offered through the college’s award winning Center for Academic Success (CAS)

Partnerships Developed:
• Connection to employers serving on the Engineering Science & Technologies (EST) advisory group were made.
• Working internally through our local P-20 council as well as the Local Workforce Investment Board (LWIB) provides opportunities to strengthen the connection we have with internal and external partners including employers and human service agencies.
Braided Funding Streams:
- ICAPS Basic Skills & CTE
- Workforce Investment Act Title I Youth & Adult
- Adult Education State Performance
- Institutional funds through the foundation office
- Private funds secured through local church donation

Culture Changes:
The AO program is Parkland’s first offering of credit level coursework for Adult Education students. AO students had opportunities to experience first-hand the culture of being a student at Parkland. In addition to attending classes each day in the brand new Applied Technology Center, students participated in department sponsored events such as student barbecues and luncheons. AO students play an active role in department recruiting events such as the EST Trade-Up Day, a forum to expose high school students to manufacturing and trade professions.

Policy Changes:
The college’s mandatory assessment policy was waived for students participating in the AO program. After completing the program, AO students are subject to the college’s placement policies for enrollment in additional coursework at the institution.

Successes/Outcomes:
A promising outcome at Parkland has been the visibility and support of the AO initiative campus wide. The college’s foundation office highlighted AO at its Annual Gala, and the Parkland College Board of Trustees voiced their support and appreciation during an AO presentation at the November Board Meeting. The Industrial Welding Level 1 Certificate was one of the first short term stackable certificate options available at Parkland. Our involvement with AO is perfectly timed as it aligns with other college initiatives geared at providing short term stackable options to low skilled adults.