



HEARTLAND
COMMUNITY COLLEGE

College & Career Readiness ICAPS: A Pilot Program

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We cracked
the code

Multiple pathways in one ICAPS

ICAPS Comparison

Traditional Model 1 ICAPS (Curriculum-centered)

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

Results in:

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

Bolded items denote differences between the two models.

Our Model 1 ICAPS (Student-centered) a.k.a Level Up





Culture shift

Old Culture:

Focus just on High School
Equivalency and/or English
language learning



Culture Shift:

Added career development
activities throughout all
stages of our program
(orientation & intake,
integrated into classes, pull
out career pathways work
with career navigators, etc.)

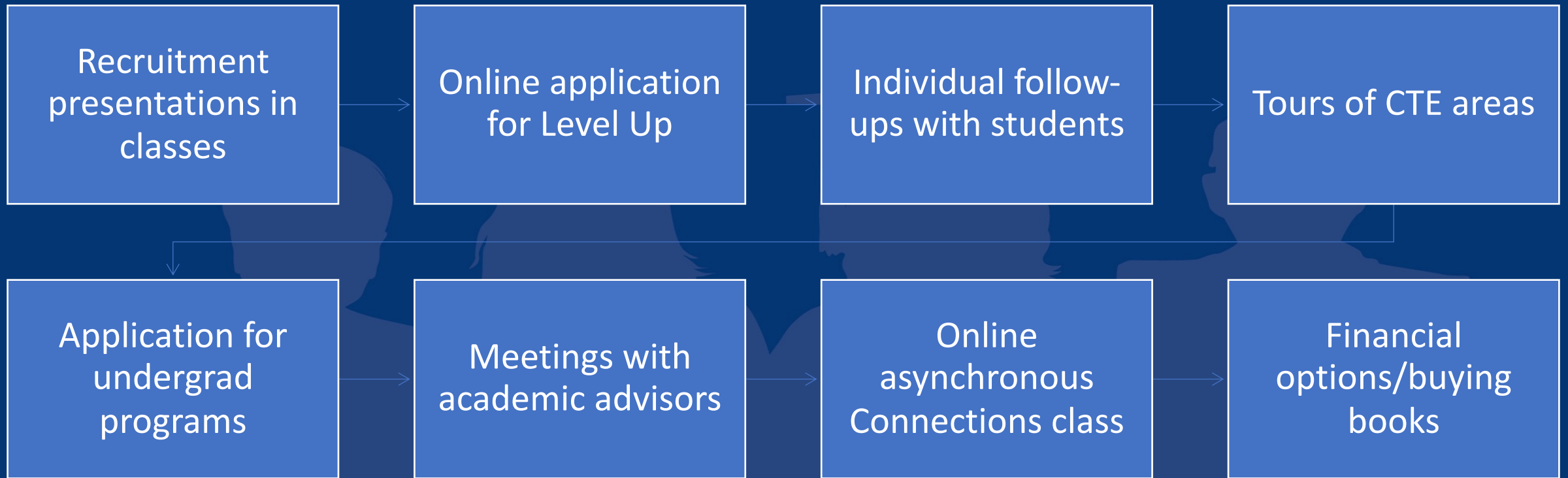


New Culture:

Students thinking more
about next steps after
GED/AELP program



Orientation/Enrollment process

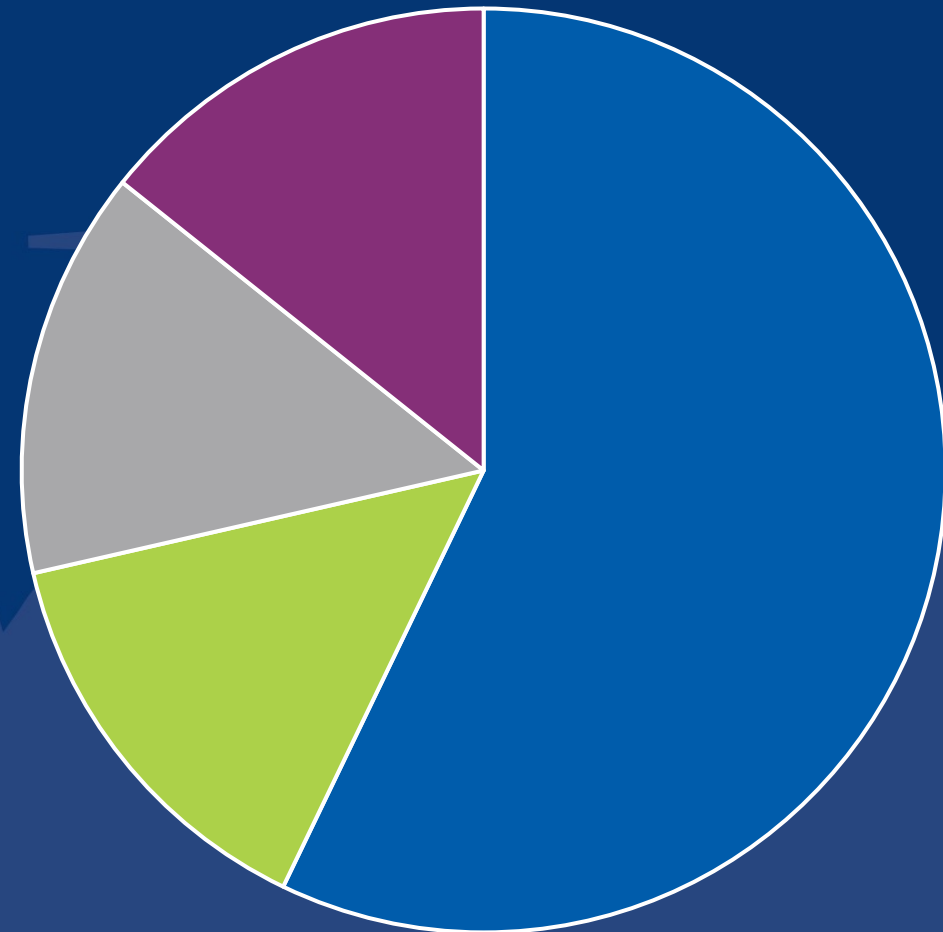




Funding

- Braided funding
 - First cohort:
 - Adult Ed funds
 - Work Ready Scholarships
 - WEI Grant
 - Perkins for books/supplies
 - Second cohort--all of the above plus:
 - Recovery Support Specialist grant
 - Financial aid if needed
 - Dropout Recovery Grant
 - Foundation funds

Funding Streams Cohort 1



Instruction

- Adult Ed Classes
 - Academic English Language Program & HSE Program Level 4
 - Target NRS levels, etc.
- CTE Programs
 - No pre-requisites or assessments
 - Mostly stackable credentials
 - Certificates and microcertificates
 - Maximum 3-4 credits at one time, short-term programs
 - Variety of subjects: Digital Media, Business Technology, Accounting, Industrial Technology, Electric Vehicle, Health Sciences, IT, etc.



Support

- Academic Navigators

- Observe/attend some face-to-face classes, have Canvas access for some classes
- Increased communication with CTE & Adult Ed instructors, ICAPS students, and Academic Navigators
- Provide wrap-around services for increased retention

- Support Class

- Taught by Academic Navigators with guest appearances by college staff
- College & career readiness topics
- Weekly individual check-ins with students
- Tutoring for individual classes based on observations and check-ins with instructors; transitions support



Successes so far

- 7 students currently enrolled; variety of areas of study
- 3 students have completed classes so far (4-8 week classes)
- 3 students have gotten jobs so far; 2 more hope to use their ICAPS to advance in their current jobs
- GED test completion so far—1 finished, 1 finishing on Monday; 3 more in progress
- Overcoming obstacles—COVID, work schedules, etc.
- Skills obtained—problem solving, confidence, technical language, etc.



Lessons learned

- Check capacity of classes when recruiting; secure seats in classes if possible
- Plan ahead
- Find your people and collaborate
- Hire the right people



Questions?

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