

## ICAPS Planning Template

### Demonstrate need/demand for career pathway

- Gather Labor Market Information
  - Available jobs
  - Desired skills by employers
  - Earning potential
  - Employment options
  - Opportunities for advancement
- Verify inclusion of Certification on LWIB Demand List
- Verify industry jobs from proposed certificate program is in alignment with Local and Regional Plans for Workforce Development
- Industry job is in the LWIB/LWIA Plan

### Create partnerships related to Career Pathway

Partners include:

- Business and industry
- Career and Technical Education departments/training facilities
- LWIB/LWIA
- Institutional departments
- Obtain letters of commitment from ALL partners

### Pathway flowchart

- Articulation of one or more educational pathways
- Progression of classes/training – starting point and possible paths
- Connection to Bridge program

## Credentials to be awarded

- College/Credit-based credentials (where applicable)
  - Program of Study for the certificate program
  - Stackable certificates for ICAPS/IETs
  - Marketable programs
- Industry recognized credentials
- High School Equivalency (GED®, HiSet®, TASC®)
- Evidence-based dual enrollment strategies (paired courses, etc.)
- Possible articulation agreement (for ICAPS 2)

## Recruitment and Retention

- Target population High Intermediate ABE through ASE (NRS Level 4 and above) and ESL High Intermediate (NRS Level 5 and above)
- Marketing and recruitment plan
  - Survey students
  - Share information gathered from LMI and other sources and provide options for offered pathways/certificates, etc. with students
  - Determine student interest in learning the skills needed, earning certificates and ultimately getting a job and earning industry wage
- Strategies and plan for student retention

## Collaborative Teaching (Team Teaching)

- Format
  - Stage one: observing and planning
  - Stage two: traditional team teaching
  - Stage three: collaborative/integrated teaching

- Integrated outcomes – Single Set of Learning Objectives (SSLO)
- 25 % overlap
- Communication established
- ICAPS support class taught by AE team teacher
- Acceleration strategies
  - Contextualized learning
  - Use of hybrid course designs

### **Transition and Support Services**

- Career Navigator
- Services provided
  - Tutoring – provided by:
  - Child care – provided by:
  - Transportation – provided by:
  - Public benefits– provided by:
  - Subsidized jobs – provided by:
  - Other – provided by:

### **Required components of IET**

- Adult Education and Literacy
  - Alignment with AE CCRS
  - Demonstration of contextualization/integration of instruction
  - Use of ICCB resources
- Incorporation of Workforce Preparation Activities
  - Illinois Essential Employability Skills
  - Digital literacy/technology skills

- Incorporation of Workforce Training (not all are required, but may include one or more of the following)
  - Occupational skill training
  - On-the-job training, i.e. internships, apprenticeships, pre-apprenticeships
  - Incumbent worker training with related instruction
  - Training programs operated by the private sector
  - Skills upgrading and retraining
  - Entrepreneurial training
  - Transitional jobs
  - Job readiness training provided in combination with services
  - Adult education and literacy activities, including English language acquisition and integrated education and training programs provided concurrently or in combination with services listed in 1-7 above
  - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

#### **Course approval for any new Adult Education courses**

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