



ICAPS

Illinois' Integrated Education and Training Models

Integrate Illinois – Skills. Jobs. Economic Opportunity.

ICAPS Manual FY24



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I. ICAPS Manual

This manual is designed to be used as a resource for Integrated Career & Academic Preparation System (ICAPS) development. The steps needed for planning, developing, submitting for approval, and tracking progress are included in this manual.

Illinois Adult Education programs are required to have at least one approved Bridge and one approved ICAPS and to run both every fiscal year.

Other resources to use in conjunction with this manual include: [ICAPS Planning Template](#); [ICAPS Planning Notes](#); [Career Pathways Dictionary](#); and [Illinois IELCE Tool Kit](#). Upon completion of your ICAPS development, please use [ICAPS Jotform](#) to prepare your proposal for review by the ICCB.

II. What are ICAPS, Why are they Valuable, and What is the Role of Partnerships within ICAPS?

ICAPS is a quality instructional framework in Illinois for the implementation of Integrated Education and Training (IET) programs, as defined by the Workforce Innovation and Opportunity Act (WIOA). ICAPS provides an accelerated pathway to an industry-recognized credential through training partnerships – such as Career and Technical Education or an approved training provider – to serve eligible adult education students, including English Language Learners, at the same time that they are completing their Illinois High School Diploma and/or improving their English language skills. Instruction and training are supplemented by support courses and comprehensive student support services, and augmented by collaborative teaching practices between workforce training instructors and basic skills instructors.

Our nation's economy and global success depend on an educated, skilled workforce that can quickly adapt to changes in technology and business, and adult learners can be a part of the solution through the training in ICAPS. The accelerated ICAPS approach leverages assets of the community, the instructional/training providers, and community colleges. Connecting programs with adult learners in the region fills a gap in their community's workforce development programming.

III. What is the Difference between an ICAPS and a Bridge?

Bridges and ICAPS are **connected**, but they are **NOT the same**. Please view the video linked below to understand how Bridges and ICAPS are the same and how they are different.

[What is an ICAPS vs a Bridge? \(video\)](#)

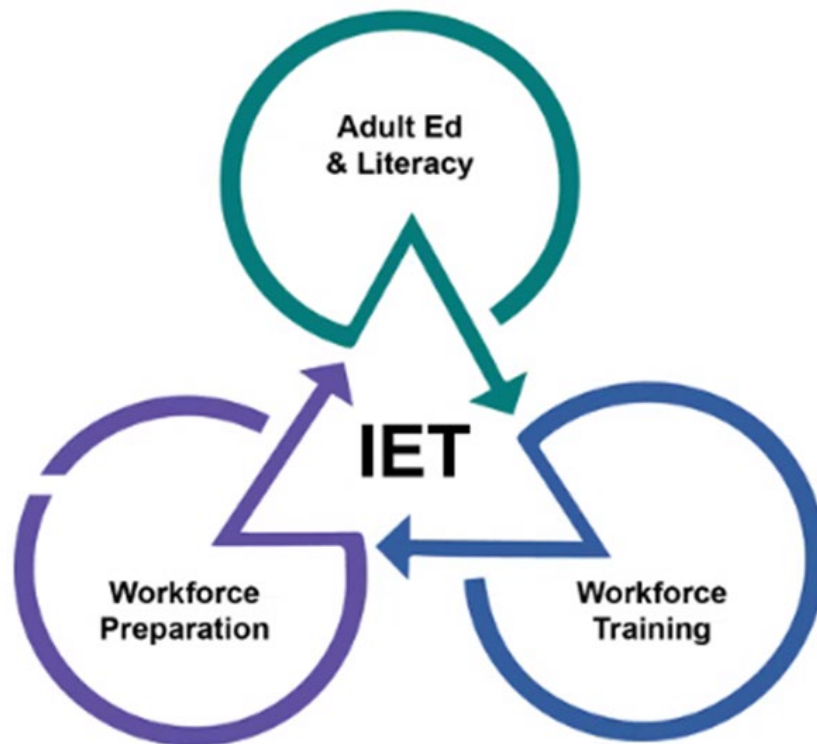
IV. WIOA IET Core Components – Definition from Federal Legislation

A. Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act, a United States public law, replaced the previous Workforce Investment Act of 1998 as the primary federal workforce development legislation aimed at bringing about increased coordination among federal workforce development and related programs.

B. Federal IET Definition and Core Components

An IET is 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)



*Courtesy of AIR ADVANCE IET.

C. Important Points

The three components of IET training (adult education and literacy activities; workforce preparation activities; and workforce training) **MUST** be provided concurrently as well as contextually.

These three components **CANNOT** be provided sequentially if a program is to be classified as an IET.

V. **Required Component #1: Adult Education and Literacy Activities**

Definition:

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 (IELCE)
- Workforce preparation activities
- Integrated Education and Training

VI. **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.*

For **employability skills** references and information, please visit [Illinois Essential Employability Skills](#).

VII. 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 WIOA.

- 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

VIII. Illinois Required ICAPS Components

In Illinois, we require the following components for a quality ICAPS. A new ICAPS proposal must:

- Include a description of the following elements, which are detailed in subsequent portions of this manual:
 1. Adult Education Curriculum
 2. Workforce Preparation
 3. Workforce Training
 4. Transition Services
 5. Technology Skills
 6. Comprehensive Student Support Services
 7. Collaborative Teaching (formerly Team Teaching)
 8. SSLO-Single Set Learning Objectives (formerly Integrated Outcomes)
 9. Labor Market Information
 10. Recruitment Plan
 11. Retention Plan
 12. Funding and Sustainability Plan
 13. Partners
 14. Course Syllabus
 15. Pathway Flowchart
 16. Letter of Commitment/Support

- Target a 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. Please note that the ICCB does not have required levels for ICAPS but rather guidelines. The specific levels of the students served depend on the ICAPS and the opportunities within it. The program should be designed with students and their success in mind;
- Explicitly articulate 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;
- Demonstrate evidence of strong local demand for the selected career pathway(s), including (i) presence on the Local Workforce Innovation Board (LWIB) demand list or (ii) other local data demonstrating robust demand;
- Receive approval from the Illinois Community College Board of your ICAPS proposal;
- Use acceleration strategies that are contextualized and may include the use of hybrid (online and classroom-based) course designs, as appropriate;
- Use evidence-based dual enrollment strategies, including paired courses;
- Demonstrate participant achievement of at least one marketable, stackable, credit-bearing, industry-recognized credential (see chart below):

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
Awarded by...	Education institution	Business, trade association, industry	Education institution	Government agency
Results from...	Course of study	Assessment	Course of study	Meeting requirements
Indicates...	Education	Skill mastery	Education	Legal permission
Completed in ...	<2 Years	Variable	2+ Years	Variable
Examples	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber

- Provide comprehensive academic and social student supports (e.g., tutoring, childcare, transportation, access to public benefits, subsidized jobs), either directly or by referral to a partner agency;
- Provide a Career Navigator or Transition Specialist to assist students with enrollment, retention, and transition into postsecondary education and employment;
- Include partnerships with LWIBs and/or employers;
- Demonstrate explicit program design with goals of bypassing developmental education and developing students' college and career readiness;
- Provide a mandatory support class for students enrolled in the ICAPS;
- Require collection and input of data into the data collection system (DAISI);
- Track student progress into postsecondary education and employment as required by the WIOA shared outcomes;
- Utilize collaborating teachers from Adult Education and college-level career and technical programs or training partners to provide instruction, with (i) at least 25 percent overlap of instructional time to support both basic and workforce skills gains and integrated program learning outcomes, and (ii) no more than half of the instructional overlap (25 percent of overall instructional time) taking place in joint planning time;
- Adopt policies and financing models, including 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
- Require participation in professional development provided through the Illinois Community College Board's approved providers.

New programs are encouraged to 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.

IX. ICAPS Approval Process

ICAPS approval requires that programs submit this [JotForm](#). The JotForm autosaves or programs can choose to download the form and copy and paste answers into the JotForm

when ready to submit. As the JotForm asks for explanations of all the required components of an ICAPS, it is meant to aid programs in the building of programs as well.

Please view [examples](#) of approved proposals to assist you in the submission process.

The ICCB, with support from SIPDC and ICSPS, will review the JotForm and will send it to the program with questions and comments.

The program then needs to submit any additional requested information or documents and/or resubmit the JotForm per request.

Final approval comes with a letter from the ICCB stating such to be stored in the program's records.

****Please note course approval for the support course is an additional step. This process is linked in the JotForm for your convenience.**

X. Data Entry

Keeping records that are accurate and up to date is key to maintaining a healthy ICAPS. To do so, ensure all students enrolled in an ICAPS are designated as "ICAPS" by checking the "ICAPS" radio button on the Student Status page. This can be done either when entering the student's intake information or at any point throughout the fiscal year.

ICAPS lead to an industry recognized credential. However, successful completion of the ICAPS needs to be marked in DAISI on the Student Status page once BOTH the training AND the adult education coursework/component are completed. This completion is counted as MSG 4.

ICAPS Student
 Yes No
ICAPS Entry Date: 08/23/2022

Exited ICAPS
 Yes No
ICAPS Exit Date: 05/10/2023

Completed ICAPS
 Yes No

Sector Focus of Pathway Program: Information Technology
Occupational Focus of Pathway Program:

Another important record to keep is the attainment of industry-recognized credentials. These can be recorded on the student Goals/Achievements page. The credential is counted as MSG 5.

****Note: Only one MSG per participant, per Period of Participation is counted.**

A paper or electronic copy of the credential must be stored by the Adult Education Program for at least five fiscal years.

A dropdown list of credentials is provided in DAISI. If a credential is not on the list that a program needs to identify, complete the [Industry-Recognized Credential Proposal Form](#) linked on the Goals/Achievement tab.

The screenshot shows the 'Goals/Achievements' tab in the DAISI system. It features a table of 'Credentials Earned' with columns for Career Pathway, Specific Credential, Month/Year Earned, and Delete. A single entry is visible: Information Technology, Google IT Support Specialist, 05/10/2023. Above the table are dropdown menus for Career Pathway and Specific Credential Type, a date field for Month/Year Earned, and an 'ADD' button. A link to the 'Industry-Recognized Credential Proposal Form' is also present.

Career Pathway	Specific Credential	Month/Year Earned	Delete
Information Technology	Google IT Support Specialist	05/10/2023	Delete

For more information about data entry and maintenance, visit the [DAISI 2.0 Online User Guide](#).

NOTE: Credentials obtained by students who are not enrolled in a Bridge or ICAPS will not be counted as a measurable skill gain.

Using braided funding is encouraged. Eligible adult learners served with alternative funding streams should be placed in DAISI. All ICCB Adult Education Assessment Policies apply. When using an alternative funding source, in order to count these students as adult education, the funding code is either 4900 or 4910. 4900 is used for unrestricted funds (i.e., institutional dollars), and 4910 is used for other restricted funds (i.e., additional grants from ICCB or other grant sources).

XI. ICAPS Project Team

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

A. [Internal Team](#)

Required Team Members:

1. Top Level Administrators (College President, Vice President, Chief Academic Officer OR Executive Director, Superintendent, etc.)
2. Career and Technical Education Administrator OR Training Partner Representative
3. Adult Education Administrator
4. Career and Technical Education Faculty OR Workforce Trainers
5. Adult Education Instructors
6. Student Services Staff (Advisors, Career Navigators, etc.)

7. Financial Aid Officer
8. Institutional Researcher

Team Structure Model 1:

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

Team Structure Model 2:

- Executive Director
 - Program Coordinator(s)
 - Collaborative Teachers / Co-Instructors (formerly Team Teachers)
 - Career Navigator

B. External Team

Recommended Team Members:

1. WIOA partners – American Job Center
2. LWIB Members
3. Local Business and Industry Representatives
4. Public Aid Representatives
5. Area Planning Council members

ICAPS Model One	
<ul style="list-style-type: none"> • Contextualized and Integrated Adult Education Curricula • Career Development/Workforce Preparation • Transitions Services • Technology Skills • Employability Skills • Comprehensive Student Support Services 	<ul style="list-style-type: none"> • College Credit-Bearing Career and Technical Education (Workforce Training) • Shared Learning Objectives • Team-Taught Environment • Integrated Support Class
<p><i>Bolded items denote differences between the two models.</i></p>	<p>Results in various combinations of:</p> <ul style="list-style-type: none"> • Illinois High School Diploma • Industry Recognized Credentials • Employment Opportunities • Transferrable College Credit • Stackable College Credentials • Apprenticeships

ICAPS Model Two	
<ul style="list-style-type: none"> • Contextualized and Integrated Adult Education Curricula • Career Development/Workforce Preparation • Transitions Services • Technology Skills • Employability Skills • Comprehensive Student Support Services 	<ul style="list-style-type: none"> • Technical/Workforce Training • Shared Learning Objectives • Team-Taught Environment • Contextualized Support Class • Non-credit Articulation Agreement with Community College for possible credit
<p><i>Bolded items denote differences between the two models.</i></p>	<p>Results in various combinations of:</p> <ul style="list-style-type: none"> • Illinois High School Diploma • Industry Recognized Credentials • Employment Opportunities • Apprenticeships

XII. Collaborative Teaching (formerly Team Teaching)

A required component of an ICAPS, collaborative teaching is a method by which two teachers, (a) one basic skills/Adult Education instructor and (b) one college-level Career and Technical Education instructor OR workforce training instructor, work together to integrate the education that is provided to students. **A minimum 25% overlap of instruction and/or planning is required. In addition to collaborative teaching, a Support Course is required to provide students with additional support for the technical course material. This 25% overlap can be comprised of auditing, shared planning time, communication internally and externally through LMS trainer, and meetings.**

The Support Course is taught by the Adult Education teacher. A required component of an ICAPS, the Support Course serves to provide students with additional support with assimilation and understanding of the complex concepts and materials that are taught in the team-taught Career and Technical Education Course. Please see the training for Support Course teachers on [iLEARN](#) and visit the [ICAPS website](#) for recordings from experienced teachers discussing the value of collaborative/team teaching.

It is strongly recommended that in preparation, the Adult Education instructor audit (observe for knowledge gain) the technical course during the term prior to beginning collaborative teaching. This will allow the Adult Education instructor to become familiar with the material. Another option is 100% overlap of instruction for the first term of collaborative teaching, with the Adult Education instructor auditing the technical course 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 collaborative teaching, comprised of three stages of integration. As illustrated by the graphic below, levels of integration between collaborative teachers usually increase with time and experience.

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 students understood and 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 –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.

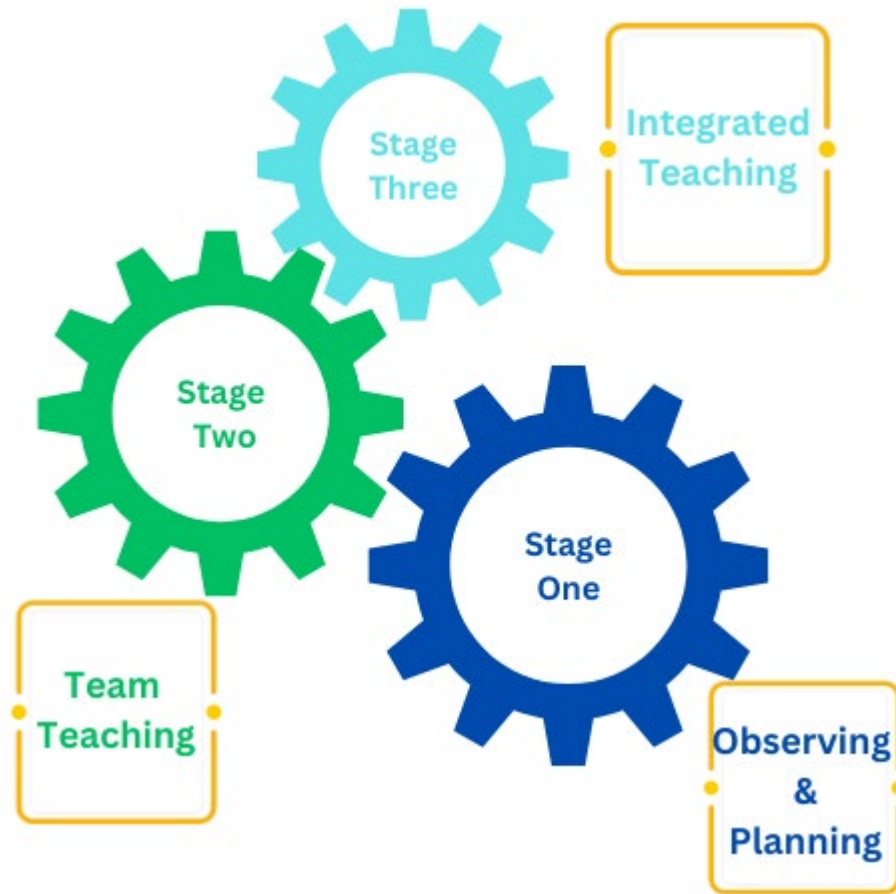
This model is very effective for teaching academic skills and strategies, such as note taking, listening for main ideas, and identifying new vocabulary.

Stage Three –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.

ICAPS Continuum of Collaborative Teaching



The continuum of collaborative 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; and
- Level of familiarity with course content.

While the natural progression is for a pair of teachers to work from Stage One toward Stage Three, it is understood and expected that, due to 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.

XIII. ICAPS and Integrated English Literacy and Civics Education Guidance

If you receive Integrated English Literacy and Civics Education (IELCE) funding, please review this section to learn how ICAPS is an important component of the IELCE programming.



The IELCE program’s aim is to work with English Language Learners in four focus areas: English language acquisition, civics education, workforce preparation bridge, and workforce training ICAPS. The goal is to prepare IELCE program participants as workers and citizens in the United States.

IELCE Program Layout and Design:

1. Your program includes instruction in literacy and **English language acquisition** and must align with Illinois’ content standards for Adult Education.
2. Your program includes instruction on the rights and responsibilities of citizenship and **civic participation** and incorporates the following competencies: democratic process, community resources, the U.S. school system, health and wellness, housing, employment, and consumer economics.
3. Your program includes **workforce preparation bridge** components. These would include academic preparation, critical thinking, digital literacy, working with others, navigating information and systems, understanding transitions to post-secondary education, training, and employment.
4. Your program provides access to an **ICCB Approved ICAPS** for IELCE participants. The components of **workforce training** could include occupational skills training, on-the-job training, incumbent worker training, workplace training with related instruction, training programs operated by the private sector, skill upgrading and re-training, entrepreneurial training, transitional jobs, or customized training with a commitment by an employer to employ an individual upon successful completion of a program.

For more detailed information regarding the IELCE Program, contact:

Britt Garton Pisto, ICCB – Director for IELCE – britt.pisto@illinois.gov or 312-814-8972

XIV. Braided Funding

Braided funding models are key components 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 overreliance on a single 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 restrictions.

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

- Federal basic funds and IELCE funds (for ICAPS support classes)
- Adult Education state funds (tuition payments)
- Career and Technical Education Postsecondary Perkins funds
- Institutional funds
- Ability to Benefit Federal Financial Aid Alternatives
 - Title IV funds include Limited Pell Grants, student loans, and federal work study
 - Click [here](#) for more Ability to Benefit resources and information

- WIOA Title I Workforce Development funds
 - Adult, Youth, and/or Dislocated Worker
- TANF funds
- SNAP E&T funds
 - Click [here](#) for an overview of Illinois SNAP and TANF E&T
- TAACCCT Grant 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
- Student contributions

When using an alternative funding source, in order to count these students as adult education, the funding code is either 4900 or 4910. 4900 is used for unrestricted funds (i.e., institutional dollars), and 4910 is used for other restricted funds (i.e., additional grants from ICCB or outside sources). Remember, all Adult Education eligibility and NRS assessment policies apply.

XV. Recruitment Strategies

Recruitment is a key component of program sustainability. An ICAPS 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 for selecting students who have an interest in the pathway(s) selected. The approach to recruitment for ICAPS is much more tailored than the traditional Adult Education approach. There must be a detailed selection process to ensure there is a great fit between the program and the individual which results in retention of the students in an ICAPS.

Please review your program's most recent recruitment plan to ensure ICAPS is a part of it.

Please go to the [Excellence in Adult Education Website](#) for a wealth of resources and information about recruitment, engagement, and retention, and for a toolkit of recruitment materials.

XVI. Partnerships

A. 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 informing the alignment of curricula and training methods, among other things.

External Partnership Resources:

- [IDES](#)
- [Illinois workNet](#)

B. 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 or workforce training partners is vital for the establishment and continuation of an ICAPS. 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.

XVII. 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 supports take into account all 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 does not need to be provided by the program/college. Service integration through coordination with, and referrals to, partner entities, including public service agencies and non-profit organizations, is strongly recommended to effectively provide comprehensive student supports.

[Jobs for the Future](#) has defined five key components of comprehensive student supports. See the next page for a chart detailing this information.

Components of Comprehensive Student Supports

ACADEMIC ADVISING	<ul style="list-style-type: none">➤ Purpose: To support students in pursuing and succeeding in their academic studies➤ Activities: Assessment of academic skill needs; meeting with academic advisors to review course selection; tutoring; supplemental coursework; access to online learning supports
NONACADEMIC ADVISING	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ 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/internship opportunities; job placement
FINANCIAL SERVICES	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ 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

XVIII. Career Navigators

Career Navigators, or Transitions Specialists, are individuals who work as counselors or advisors to students in an ICAPS. A position with varied and comprehensive responsibilities, the person filling this role provides wraparound student support services, including:

- Determining the support services needed which will be offered to students
- Integrating services into the curriculum through workshops, activities, etc.
- Delivering career awareness and career exploration information and instruction
- Performing recruitment activities
- Pre-screening and pre-assessing skills, aptitudes, capacities, and suitability for programs and pathways
- Assessing personal and career goals including a student's career interest, learning styles, basic skills, personal values, and special learning needs
- Equity Training Pathway
- Documenting Student Access to Support Services (i.e., portfolios)
- Providing student orientation to all students entering an ICAPS
- Developing timelines and calendars for deadlines

XIX. Assistance and Support

A. Technical Assistance

Technical assistance is provided in partnership by the Illinois Community College Board (ICCB), the Illinois Center for Specialized Professional Support (ICSPPS), and the Southern Illinois Professional Development Center (SIPDC). Customized assistance, mentoring, and options for sharing models and resources are all provided as part of the year-long [Transitions Academy](#).

B. Professional Development

For information regarding online professional development resources, please visit the [ICAPS website](#).

ICAPS Office Hours: Representatives from ICCB, SIPDC, and ICSPPS offer office hours for ICAPS development questions, issues, or concerns. Please reach out to SIPDC at sipdctrainer@gmail.com for more information and registration.

ICAPS Learning Community and Bridge Learning Community: These Learning Communities offer a variety of planned programming and opportunities for conversation. Please email SIPDC at sipdctrainer@gmail.com for registration and information.

To request professional development, please contact either of the following professional development providers:

Southern Illinois Professional Development Center (SIPDC)

Southern Illinois University Edwardsville
Alumni Hall Room 0107, Box 1128
Edwardsville, IL 62026
(618) 650-2254

Sarah Goldammer, Director
sgoldam@siue.edu

Tara Schwab, Educational Training Specialist
tarschw@siue.edu

Erin Vobornik, Educational Training Specialist,
evoborn@siue.edu

Illinois Center for Specialized Professional Support (ICSPS)

Illinois State University
Campus Box 5911B
Normal, IL 61790-5500
(309) 438-5122

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Southern Illinois Professional
Development Center



Illinois Center for Specialized Professional Support,
Illinois State University, College of Education