ILLINOIS COMMUNITY COLLEGE BOARD
ACCELERATING OPPORTUNITY PROJECT

INTEGRATED CAREER AND ACADEMIC PREP SYSTEM (ICAPS)
REQUIRED ELEMENTS

Delivery Method	Support Services	Program and Institutional Alignment	State Policy Analysis and Alignment
Required Elements: -Acceleration strategies, including contextualized learning and the use of hybrid online and classroom based) course designs -Evidenced based dual enrollment strategies, including paired courses – 50% overlap of instruction	**Required Elements:** -Academic Social student Supports • Tutoring • Child care • Transportation • Subsidized Jobs	**Required Elements:** -Explicit Articulation of two or more pathways which begin with adult education/ESL and continue to one year college level certificate and beyond • 40% of each college targeted population will be progressing through pathways to marketable, stackable, credit bearing credentials • Target population GLE 6 and above High Intermediate Level ESL and above • 25% of each colleges target population will have earned marketable , stackable credentials (450 each credentials per institution) -Strong local demand for the pathway including LWIB demand -Achievement of marketable, stackable, credit bearing certificate and degrees and college readiness, by passing developmental education -Transcripted college level professional-technical credit in the semester in which it is earned	**Required Elements:** -Track longitudinally participant data through adult education and college career pathway and employment -Identify resources to sustain and scale up (through policy and financing changes) -Produce 3600 stackable, marketable credentials as a state
-Development of an Articulation plan for how curriculum will advance without remediation. -Utilize online tools as a part of instruction. -Embed computer literacy as a part of instruction -Incorporate Illinois Specific Contents Standards and Common Core standards to ensure students progress beyond developmental education. -Faculty Selection and Compensation for delivery of instruction, co-planning and preparation time (both CTE and AE) -Connection of Instruction to CTE Advisory Boards and members and career deans, internships, job shadowing, and other learning apps to place ICAP students.	-Transition coordinator, navigator, or a counselor to engage students • Determines the support services needed and to be offered to students • Services are integrated into the curriculum through workshops, activities, etc. • Deliver Career Awareness/Career Exploration Information/ Instruction • Perform Recruitment Activities • Assess personal and career goals including, Career interest inventory, learning styles inventory, basic skills, personal values inventory • Special learning needs inventory • Require Training as a Special Learning Resource Specialist • Documentation of Student Access		-Review ROI elements as developed by the Adult Education Advisory Council subcommittee. -Examine data elements as required by Accelerating Opportunity -Development of a Sustainability Financing Model for ICAPs

-Use of TABE to assess reading, math, and writing skills of ICAP students. -Develop a plan for addressing students with disabilities	• to Support Services (i.e., portfolios or STAMP – Student Academic Master Plan -Provide student orientation to all students entering the ICAPS project -Integrate college Readiness (College Orientation Course) skills through the adult ed./support curriculum • escrow	-Development of a College Financial Sustainability Plan of the ICAPS Model -Use of Adult Ed state funds (restricted) to be used for ICAPS eligible students -Establishment of a generic course code (PCS,CIP) for ICAPS -Make variable credit and Repeatable -Create one course for each targeted NRS level (specific code for support class) to track students. -Use of restricted/unrestricted funding for this Adult Ed support course and claim in DAISI -Use of cohorts to ensure meeting requirements of the project and not to spread students out over multiple classes.	