

# SNAP E&T PRESENTATION

## Expectations

Bridge Programs  
and

Integrated Career and Academic  
Preparation System (ICAPS)

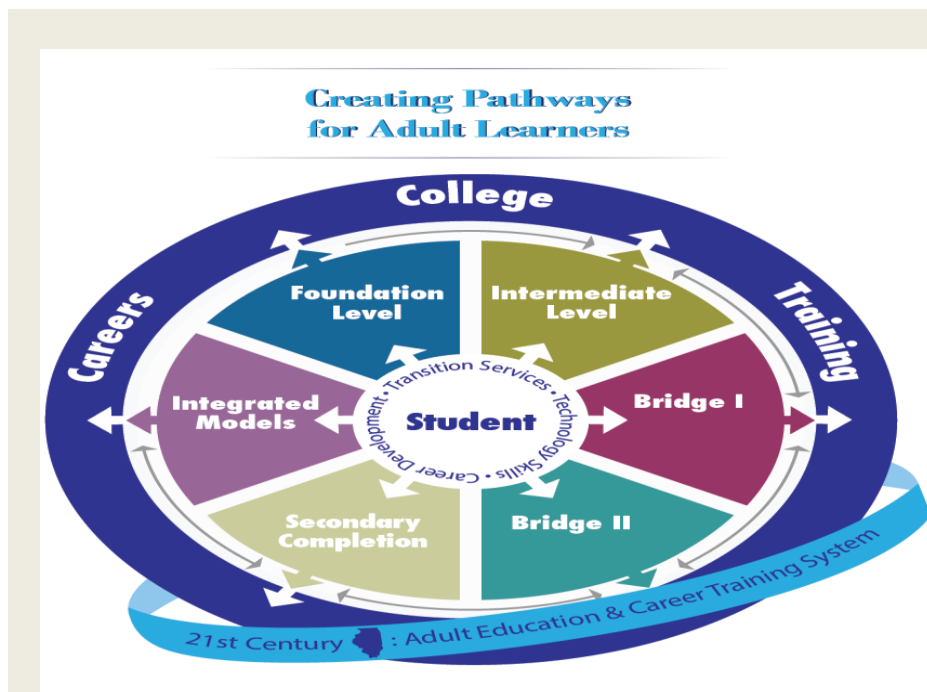
Jennifer K. Foster  
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## BRIDGE PROGRAMS MODEL ONE

- In cooperation with Adult Education/English Language Acquisition Programs
- Instruction reading and math below the 8.0 reading levels
- Three Key Elements of Bridge Programs:
  - Blending occupational specific terminology with basic skills
    - Contextualization
    - Career awareness and development
    - Transition Services
  - Statewide Model Curricula:  
<http://www.iccb.state.il.us/aefl.pub.reports.html>
    - Healthcare
    - Manufacturing
    - Transportation
- Focus intermediate level of instruction in Adult Basic Education and English –as a Second Language.

## BRIDGE PROGRAMS

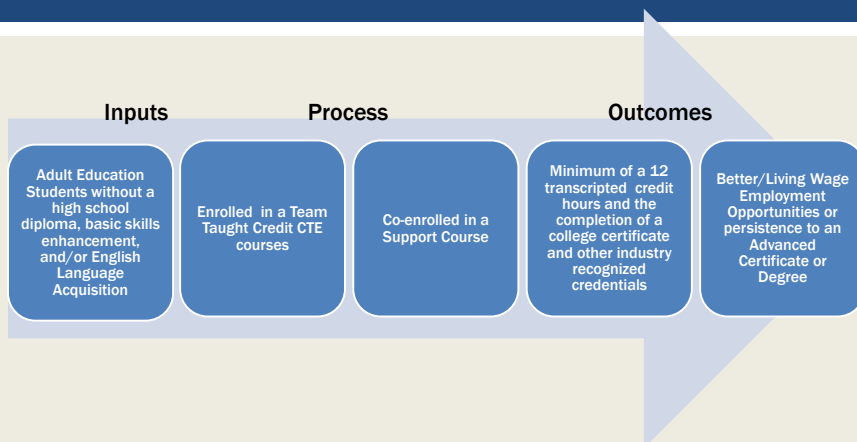
- LMI data used in the development of curricula
- Partnering: Internal and Externally
- Connecting with Employers



## ICAPS

- Accelerating Opportunity (AO) Gates Foundation Initiative
- Modeled after the Washington State's "IBEST" - Integrated Basic Education Skills Training initiative
  - One of four original states selected to receive a implementation grant
- What is Illinois Career and Academic Prep System (I-CAPS)?
  - A blend of CTE and Adult Basic Education Skills combined in a team teaching delivery format.
- Strong Partnerships (Internal & External):
  - Career and Technical Education
  - Adult Education
  - Faculty
  - Student Services
  - LWIB
  - Community Based Organizations

## KEY ELEMENTS OF THE AO (I-CAPS) MODEL



## AO/I-CAPS REQUIREMENTS MODEL TWO:

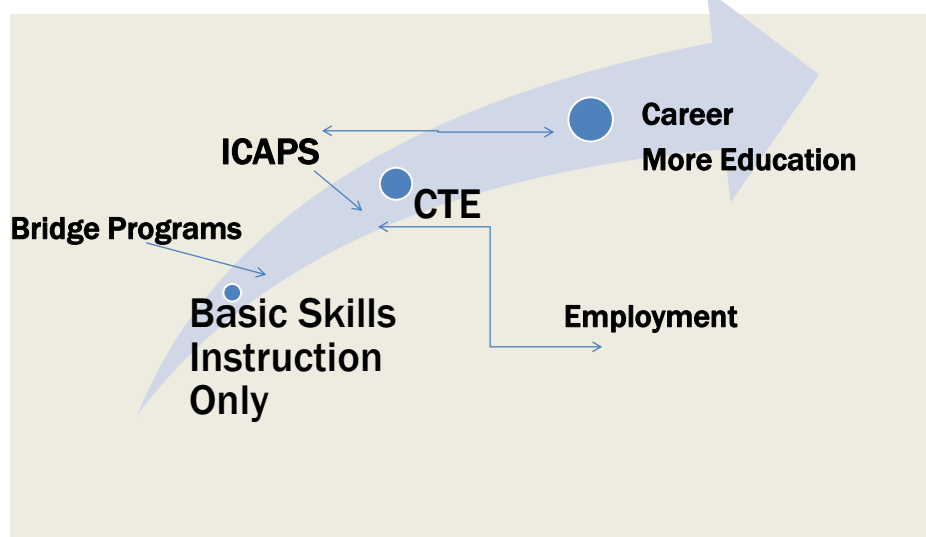
- Evidence-based **dual enrollment strategies**
- **Comprehensive academic and social student supports** (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs);
- Achievement of **marketable, stackable, credit-bearing** certificates and degrees award of some college-level professional-technical credits, which must be transcribed the semester in which they are earned;
- **Partnerships** with Workforce Investment Boards and/or employers
- Use of a **support class**

## AO/I-CAPS REQUIREMENTS

- Explicit **articulation of one or more educational pathways**, linked to career pathways, which begin with adult basic education or ESL and continue to a one year college-level certificate and beyond;
- Evidence of **strong local demand for the selected pathways**, including the presence on the Workforce Investment Board demand list for the local area or other local data demonstrating robust demand;
- **Acceleration strategies, including contextualized learning** and the use of hybrid (online and classroom-based) course designs;
- Use of support class is required;
- **Team teaching** is a requirement with a 50% overlap CTE and Basic Skills; and
- Collection of **data for an extensive evaluation**

- Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs);
- Achievement of marketable, stackable, credit-bearing certificates, industry recognized and degrees;
- Award of some college-level professional-technical credits,

## ADULT CAREER PATHWAYS



## BRIDGE AND ICAPS COLLEGES

- Post will post a listing a bridge programs and ICAPS Colleges to the website.
- Will include the sector/pathway of focus

## QUESTIONS:

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