“Accelerating Opportunity” in Illinois: Insights from an Institutional and Cross-Site Policy Audit

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INTRODUCTION

The Illinois Community College Board (ICCB) is one of eleven states selected to participate in the design phase of the Accelerating Opportunity: A Breaking Through Initiative. The purpose of Accelerating Opportunity is “to drive economic recovery for individuals and communities by substantially increasing the number of adults who earn the credentials and skills they need to get and succeed in family-sustaining job” (see www.acceleratingOpportunity.org). Two initiatives, the I-BEST model developed in Washington state to serve all levels of Adult Basic Education (ABE), including ESL (Jenkins, Ziedenberg, & Kienzl, 2009; Wachen, Jenkins, & Van Noy, 2011), and the Breaking Through initiative originally funded by Charles Stewart Mott and managed by Jobs for the Future with the National Council for Workforce Education (Bragg & Barnett, 2008; Jobs for the Future, 2010) (see http://www.breakingthroughcc.org/). Accelerating Opportunity is an extension of Breaking Through that is also managed by Jobs for the Future, along with the Washington State Community and Technical Board, the National Council for Workforce Education, and the National College Transition Network.

A requirement of the design phase of the Accelerating Opportunity grant is to develop a state plan to redesign adult education and postsecondary programs to improve student transition to college and postsecondary credential attainment. The name chosen by Illinois officials for this initiative is Integrated Career and Academic Prep System (ICAPS). A required component of the design grant was an institutional policy audit which the Office of Community College Research and Leadership (OCCRL) was contracted to conduct. Illinois’ institutional policy audit was conducted with all eight community colleges that were selected for the design phase of the grant. The eight community colleges are:

- Richard J. Daley College
- Danville Area Community College
- Elgin Community College
- College of Lake County
- Lake Land College
- Lewis & Clark Community College
- Lincoln Land Community College
- McHenry County College

The outcome of this work includes a 2-page policy audit report for each site and a cross-site summary of emerging themes and recommendations pertaining to implementation of ICAPS in Illinois.

The policy audit process that was used for this grant aligned with the notion of a policy audit developed by Shulock and Boilard (2007). Applying the idea of policy audit to higher education, Shulock and Boilard observed, “The premise of the policy audit is that all higher education policies create incentives that influence the behaviors and actions of stakeholders” (p. 13). In documenting the policy context, it is possible to identify factors that are likely to facilitate or impede local policy and program implementation. Following this logic, the policy audit for the Accelerating Opportunity Initiative attempted to identify existing institutional policies that are likely to influence implementation of the ICAPS model. Not only does the institutional policy audit process help the state of Illinois examine policies within particular institutions, the policy audit process helps the state identify patterns across the institutions. By understanding how institutional policy contexts are similar or different across institutions, it may be possible to anticipate emerging implementation issues and influence local and state policy contexts in ways that contribute to greater success on the intended outcomes associated low-skilled adult participation, completion, and credential attainment.
METHOD

The purpose of the institutional policy audit was to assess the capacity of institutions to implement the ICAPS model based on six broad institutional policy categories. The six policy categories are:

- Delivery method
- Support services
- Program and institutional alignment
- Institutional policy analysis
- Financing pathways
- Campus integration

These categories were derived from several sources provided to the states by JFF, including the six institutional policy categories, five state policy categories, non-negotiable elements of Accelerating Opportunity, and institutional policy audit guidelines. These categories closely resemble primary policy dimensions of interest to JFF and speak to the institutional capacity to implement ICAPS.

Data Collection Phases

The institutional policy audits were conducted in four phases. Figure 1 displays the four phases and the approximate data collection dates for each phase.

Phase 1 began when personnel of all eight sites gathered for a workshop on June 24, 2011 to draft a logic model that reflected program goals, processes and intended outcomes. This information provided a picture of the initial baseline for planning and implementation of the ICAPS model in Illinois.

Phase 2 occurred between August 25, 2011 and September 2, 2011 when site personnel were asked to submit existing, “off the shelf” documents that reflect current policies pertaining to the ICAPS program. Appendix A provides a list of documents requested pertaining to the six policy categories. Officials of each college made decisions about documents that would be useful to reveal the local institutional policy context, so the responses from each institution varied. Most institutions responded with a comprehensive set of documents, but a few provided a relatively modest set of materials.

Phase 3 involved a telephone conference call with the local design team, including the ICAPS project leader, project coordinator, curriculum developers, instructors, support staff, institutional researchers, and other academic and support leaders who were responsible for and engaged in the project. Appendix B provides a list of names of local design team members who participated in the telephone conference calls.
A simple interview protocol was employed consistently across the eight sites, and a copy of this interview protocol is provided in Appendix C. For each policy category, sites were asked to identify policies that served as strengths or impediments to ICAPS implementation. Phone calls were recorded and extensive field notes were taken during the phone calls. In several cases, additional documents were requested after the conference call and, in some cases, a set of follow-up questions was emailed to sites to gather additional and more detailed information.

Phase 4 was optional and involved a site visit designed to engage the local design team and campus leadership in more in-depth conversation about the current status of the ICAPS project. One site visit was conducted to gather additional information about the project.

Data Analysis

Because of the short time frame in which the policy audit was conducted, data analysis was expedited to reports to the ICCB in early October, 2011. Analysis was first conducted using the data collected for each site, beginning by organizing, cataloguing and coding the policy documents according to the six policy categories. This initial step was taken prior to the telephone conference calls conducted with each site. During the conference calls, detailed notes were taken by the researchers and audio tapes were used to provide full and accurate documentation of the conversations. The researcher notes, audio files and documents were used to compile a site summary based on the six policy categories. Depending on the nature of the policy, documents were sometimes available for policies but in some cases policies were not in written form. For the one college that we visited, field notes from the site were integrated into the summary. For some sites (approximately half), we emailed follow-up questions to clarify particular policies to enhance the completeness and validity of the results. Once the policy summaries were complete, they were mailed to the local sites for review and comment. This member checking process was important establishing the completeness and accuracy of the most salient policies to the ICAPS model. Finally, major cross-site themes were identified by comparing the local summaries, supporting notes, and other documentation across the eight sites. Finally, the institutional policy audits and the cross-site summary were shared with ICCB leaders to provide foundational information for further implementation of ICAPS and preparation of Illinois’ application for implementation of Accelerating Opportunity.
INSTITUTIONAL RESULTS

Richard J. Daley College

Telephone conference call conducted September 12, 2011

Delivery Method:

- Daley has a history of bridge program experimentation that has resulted in the development of several contextualized instructional offerings:
  - Most notably, a healthcare “Bridges to Careers” curriculum has been developed at City Colleges that spans the ABE/ASE educational functioning level spectrum, and several bridge programs have been implemented at Daley to create a seamless pathway.
  - Four ‘Pre-Bridges’ in Health care have been offered and 18 Medical Bridges have been offered.
  - Daley has completed the initial development of a manufacturing bridge program that aligns with national certifications (at the non-credit level)
- Co-instruction fall 2011 in the Medical Bridge program in one course (BIO 120 – a college-level course). Faculty contracts at Daley for Adult Education and other departments stipulate standard pay scales based on contact hours. Whereas there were no perceived barriers at Daley with respect to co-instruction with the ICAPS model, the impact of co-instruction on faculty pay is uncharted territory.
- Existing faculty selection criteria exist separately for different departments, and Daley’s design team needs to set criteria for a co-teaching model.

The box shown here presents a bridge program currently operating at Richard J. Daley College that focuses on LPN-to-RN education.

Support Services:

- Adult education is fully integrated into student services, and adult education students are eligible for all student services provided to college-level students.
- Adult bridge programs do not have a transition coordinator, but the design team anticipates a transition coordinator for ICAPS.
  - Advising is an integral component at Daley as demonstrated by the soon-to-be-hired transition specialist for Adult Education, and the college plans to hire six to seven additional advisors.
  - Daley currently partners with two primary CBOs who assist in the delivery of programs and support services: Central State SER and Instituto Del Progreso Latino.

Bridge Name
LPN-to-RN Prerequisite Bridge

Occupational Sector
Health Sciences & Healthcare

Type of Bridge
Adult Education and College Credit

Target Audience
TABE Reading:
- Low Intermediate Basic Education
- High Intermediate Basic Education,
- Low Adult Secondary Education
- High Adult Secondary Education

TABE Math:
- Low Intermediate Basic Education
- High Intermediate Basic Education
- Low Adult Secondary Education
- High Adult Secondary Education

COMPASS Math:
- Pre-Algebra (45-55)
- Algebra (45-55)
- Geometry (N/A)
- Trigonometry (64-75)

Partners
- Community College-Adult Education
- Business, Industry, or Employers
- Workforce Investment Act (WIA)

Funding Sources
- Adult Education unrestricted fund
- Gateway transition fund through City Colleges of Chicago
The design team acknowledged that ICAPS will require stronger support services than what is currently provided by partners.

- Daley College recently implemented Comprehensive Academic Support and Help to Return on Investment (CASH-to-ROI), which embraces a learning community model for developmental education students. Initial data suggest promising results for student retention and success, and the CASH-to-ROI model offers lessons for Adult Education and ICAPS.

Program and Institutional Alignment:

- Partnerships are critical for Adult Education and Continuing Education. For example,
  - Chicago Housing Authority (CHA) provides funding for education for students
  - WIA – Daley has worked with Illinois Employment Training Center to help get Daley students WIA vouchers
  - The aforementioned Central State SER provides support services and Instituto del Progreso Latino is a critical partner whose students enroll in medical educational pathways at Daley, including the Medical bridge.
- The healthcare pathway is articulated, and bridge programs are integrated into the pathway; the manufacturing pathway is incomplete but faculty is currently constructing it.
- Local labor market data suggest large increases in healthcare and manufacturing which are strong indicators of potential program interest and enrollment.
- The ICAPS model aligns well with City Colleges of Chicago’s ‘Reinvention Plan’ that includes four primary pillars, one of which is transitioning more adult education students to college-level credit. This is a strong incentive for ICAPS implementation and support, particularly because City College administrators are evaluated on these four pillars.

Institutional Policy Analysis:

- Daley’s Adult Education unit recently completed a strategic improvement phase that resulted in a series of recommendations related to data collection, assessment, and retention. Whereas many of these recommendations will phase in over several years, recent changes include expanding technology use (particularly at the advanced levels) and sharing and reviewing data with Adult Education staff.
- Unlike most Illinois community colleges, CCC does not use DAISI, which presents opportunities and limitations. There is adequate capacity to track students longitudinally because all student-level data are in one system (People Soft); however, bridge students are not flagged in the system currently. Fortunately, there is capacity to do so for bridge and ICAPS students.
  - The design team recommends the state standardize how it will track students who participate in ICAPS.
- Daley recently hired an institutional researcher to improve organizational data collection and analysis capacity.

Financing Pathways:

- Daley intends to capitalize on existing funding models, including a unique initiative called the Gateway Initiative, which is a three-phase initiative that helps move adult education students into college-level classes with funding support via tuition.
  - Funding is available for advanced students to help pay the costs of the GED exam.
- Once students in the LPN/RN bridge successfully complete BIO 120 and they complete an additional 3-credit hour course, they will qualify as Ability To Benefit (ATB) students, suggesting strong interest in ATB at Daley.
- Design team members identified funding challenges for undocumented students who are ineligible for financial aid, the Gateway Initiative, and private scholarships.
Campus Integration:

- Adult education students account for 41% of all students at Daley, and institutional leadership is very supportive of the potential of ICAPS to help these students succeed.
- A potential challenge is to create buy-in from college-credit and Adult Education faculty. However, institutional leaders have supported conversations among Adult Education and college-credit faculty.
- Daley has strong involvement of business partners, Adult Education, and Continuing Education. The Career Dean and Nursing and Manufacturing directors are aware of adult bridges and ICAPS development.
  - Due the adult bridge programs offered through the blending of Adult Education and Continuing Education, the role of college-credit faculty is undefined in adult bridge programs and the ICAPS model.
Danville Area Community College

Telephone conference call conducted September 13, 2011

Delivery Method:

- Danville Area Community College (DACC) has established curriculum development processes that support the development of ICAPS models, including support from the Vice President for Instruction.
  - The existing faculty contract includes payment for faculty to develop courses, and grant funds will be used for course development.
- The existing programs in automotive technology and health care end in a certificate and degree that far exceed 12 credit hours. The intent for ICAPS is to modularize the programs to create a pathway with short-term credentials of economic value.
- DACC does not have a model for co-paying instructors to deliver a course.
- Accelerated instruction and dual enrollment strategies are a strength of DACC, drawing on lessons from the ‘College Express’ program that brings 500 high school juniors and seniors to DACC campus daily. This program affects many units at DACC and offers potential lessons for the co-enrollment ICAPS model.
- The Vice President of Instruction supports faculty engagement and professional development. Workshops on contextualized instruction and cooperative learning were recently offered to faculty. A future professional development for faculty is focused on acceleration.

The box shown here presents a bridge program currently under development at Danville Area Community College for Illinois’ ICAPS (Accelerating Opportunity) initiative.

Support Services:

- Recent facility renovations at DACC place Adult Education personnel adjacent to DACC student services, including recruitment, admissions, and financial aid departments. All adult education students receive college identification (ID) cards and have access to services associated with these cards.
  - While existing partnerships exist between the Adult Education unit and Student Services, DACC does not employ a transition coordinator or navigator currently, and a job description has not been developed.
- Adult Education instructors regularly invite student services personnel into classrooms to discuss college services, such as advising, career services, financial aid, registration, and student support services (TRIO); Adult education students also have access to DACC’s Career Services department.

Bridge Name
Accelerating Opportunities

Occupational Sectors
- Health Sciences
- Automotive Technology

Type of Bridge
- Adult Education

Target Audience
- Students reading 6.0 – 12.9 without high school diploma or GED
  - TABE Reading:
    - High Intermediate Basic Education
    - Low Adult Secondary Education
    - High Adult Secondary Education
    - TABE Math: No required

Partners
- Community College-Adult Education
- Developmental Education
- Corporate & Community Education
- Workforce Investment Act (WIA)

Funding Sources
- Adult Education Restricted Funds
- ICCB Implementation Grant
- Course Reimbursement from ICCB
- DACC Foundation
• The Success in College course (an orientation course) is provided to all DACC students, and the orientation content is integrated into Adult Education students’ programs.

Program and Institutional Alignment:
• The alignment of educational and workforce entities is an institutional and regional strength, in part because Vermillion county is a single-county delivery county and DACC is the administrative agent for WIA.
  o DACC leadership is represented on the Danville Area Labor-Management Council and the Vermillion Advantage.
• The design team recognized active advisory committees in health care and business, technology, and automotive are critical to ICAPS implementation.
• Existing assessment practices and placement policies for college-level placement were identified and documented, and they will guide placement policy for ICAPS.

Institutional Policy Analysis:
• DACC identified Achieving the Dream (ATD) as an initiative that complements ICAPS by cultivating a culture where data are used to drive decisions. Because of ATD, DACC regularly disaggregates student data and has the ability to follow students through to graduation. Additionally, the design team acknowledged the inclusion of Adult Education in ATD activities, giving needed capacity to collect and analyze data for ICAPS.
• The college does not have the ability to link the Adult Education data system, DAISI, and the college system (Datatel). Due to Adult Education’s increasing involvement and integration with ATD, the design team is optimistic about future efforts to track ICAPS students.

Financing Pathways:
• The design team identified student financial aid as a challenge, particularly Pell eligibility. The team is considering options for Ability To Benefit (ATB) eligibility for students who have already accumulated six college-level credits
• In addition, two potential resources could support ICAPS students: the DACC Foundation offers $250,000 a year in scholarships, and DACC recently launched a $2 million capital campaign, some of which is dedicated to scholarships. The design team is exploring options to use these funds to support ICAPS students.
• Funding from Perkins, TRIO grants, and other state grants are used to leverage services for students. For example, WIA Title I funds currently support adult education students in the Certified Nursing Assistant classes through fees, books, and transportation.

Campus Integration:
• Leadership support from the President and Vice President for Instruction is an important strength at DACC, and this support seems to nurture a collaborative climate. Additionally, DACC’s Adult Education leadership acknowledges that the involvement of CTE leadership and college faculty is critical to support ICAPS.
• The first-year experience is a major foci at DACC (due to ATD), including internal training to support effective messaging and communication to students. This work is relatively new for DACC, but supportive of ICAPS implementation.
• DACC received a grant from the ICCB to develop an adult bridge program, but this bridge program has not been implemented to date.
• ICAPS sustainability was identified as a concern, particularly because there is not an ICAPS course reimbursement policy at ICCB.
Delivery Method:

- ECC has established curriculum development processes, including contextualized curriculum, in welding through a LWIB grant and health care through an ICCB bridge grant. The ESL Welding project will serve as the foundation of the ICAPS program.
  - Sample syllabi and lesson plans demonstrate that curriculum and processes exist.
  - The curriculum approval process via the curriculum committee takes time and may impact implementation of ICAPS in spring 2012, unless the ICCB intervenes.

- The technology infrastructure for ECC Adult Education has been updated so that most students learn in smart classrooms, and GED and ESL curriculum include D2L online tools and GEDi.
  - Capacity for technology resources is perceived as high, but more professional development is needed for faculty to integrate technology into their teaching.

- Faculty who are experienced with using contextualized curriculum are perceived as an asset for recruiting new ICAPS faculty and providing professional development to others.
  - The design team anticipates challenges with faculty course assignments for ICAPS and with team teaching in terms of faculty compatibility and funding.

The box shown here presents a bridge program currently operating at Elgin Community College that focuses on the healthcare profession.

Support Services:

- An institutional investment in support services is evident in the support of an Adult Education transition coordinator that is supported with ECC institutional funds.
- ECC was one of three Illinois community colleges to develop a Student Support Services Demonstration Project with ICCB-Adult Education funds. This grant promoted a new support services philosophy and functions at ECC.
- Existing policies and procedures at ECC are conducive to Adult Education student intake, orientation, and registration.
  - However, internal assessments from the Student Support Services Demonstration Project revealed that some policies outside of Adult Education give few options to adult education and ESL students.
• Existing workforce transition grants and programs provide models for the delivery of support services, including services such as case management, career training, job assistance, workshops, and financial assistance.

Program and Institutional Alignment:
• Computerized Numerical Control (CNC), Welding, and Dental Assisting—were chosen, in part, because of existing alignment and articulation, with credentials offered at the college and in response to employer demand. Evidence of local labor market data and employer feedback confirm demand for the programs.
• The design team perceived that the ICAPS model generates conversations about mixing adult education and developmental education students, which ECC policies do not support.
• ECC has strong relationships with area high schools through the Alliance for College Readiness, and new efforts are underway to include area Adult Education providers to discuss English Language Learner (ELL) transition structures, curriculum alignment, communication, and processes.
• Some leaders are concerned that Adult Education is championing contextualized instruction, but more state-level and local-level support is desired from CTE.

Institutional Policy Analysis:
• ECC has experience accessing and using data based on participation in Achieving the Dream (ATD). However, ATD has not included the Adult Education population thus far.
• Drawing on institutional data and DAISI, ECC has tracked adult bridge students into college-level classes, and the initial results are promising.
• The design team has strong capacity and support from Institutional Research (IR) to pursue local data analysis for ICAPS.

Financing Pathways:
• The design team is engaged in discussions with the ECC financial aid office to understand program and pathway financial aid eligibility options. Students are not financial aid eligible for a couple of the credential programs associated with welding and dental assisting, but the design team is considering policies and procedures to make students financial aid eligible by enrolling them in a pathway degree program.
• GED graduates and ESL completers are eligible for a 3-credit hour tuition waiver and other scholarships available through the College Foundation.
• Funding mechanisms are not braided, but the design team is pursuing LWIB support to collaborate on funding and support services. Preliminary results are promising, with one LWIB agreeing to issue ITA’s and share the cost of an ICAPS case manager.

Campus Integration:
• The design team consists of rich campus diversity, demonstrating inclusivity and support from other campus units. The team includes four Adult Education/ESL representatives, two student services representatives, the CTE Dean, two workforce development representatives, the Vice President or Assistant Vice President for Academic Affairs, and a developmental education representative.
• Some existing student service components for Adult Education, including the institutionalization of the transition coordinator, are conducted in collaboration with the campus and workforce partners.
Telephone Conference Call conducted September 13, 2011

Delivery Method:

- Existing policies related to credit-hour attainment and credit-hour apportionment are potential challenges to ICAPS.
  - According to CLC policy, courses where more than one credit hour is earned per week are not allowed, and this presents challenges for an accelerated model. However, an exemption request can be submitted.
  - The design team has questions about the credit hour apportionment policy for the ICAPS model. Specifically, will two 3-credit classes generate 6 or 4.5 credits of apportionment? Consultation from ICCB is needed.
- Faculty pay for teaching is determined by the credit hour and was not seen as an obstacle for ICAPS implementation, but there was some concern about faculty reimbursement for co-teaching.
- Technology is used more in CTE than in Adult Education, and the design team acknowledged that the use of technology, particularly in CTE, can increase program costs.

The box shown here presents a bridge program currently under development at College of Lake County for Illinois’ ICAPS (Accelerating Opportunity) initiative.

Support Services:

- Although adult education students receive an ID card, there is concern that current support services are mostly offered by staff in the Adult Education division.
  - Adult Education staff has recognized that recently developed partnerships with Student Services have resulted in more adult education students receiving ID cards.
- Two Adult Education staff are helping with transition services, and these staff are considered to be assets to ICAPS implementation.
- Lack of access to child care and transportation were identified as barriers by design team members. CLC has established partnerships with the LWIB and the Department of Human Services (DHS), and these partnerships are critical to providing services to some adult education students.

Program and Institutional Alignment:

- Access to education and career pathways for students without citizenship was identified as a unique challenge to the CLC area.
• Local labor market data and student interest suggest there is a strong demand for the selected pathways.
• Two members of the design team are board members of LWIBs, suggesting conditions favorable to partnership development and LWIB awareness of and involvement in ICAPS.
• CLC has clear placement policies and assessments that are used to determine student eligibility for Adult Education and college-level classes.
• CLC has made efforts to integrate college readiness strategies into programs, including resources and tips for all levels of students at CLC.

Institutional Policy Analysis:
• IR staff self-identified as a sophisticated research office with strong levels of capacity to collect and analyze meaningful data using People Soft software.
  o CLC uses a data warehouse that allows generation of data reports, including disaggregated student data.
• Transition data for adult education and ESL students have not been analyzed at the student level, and long-term student outcomes data from the Shifting Gears bridge programs have not been collected. However, the design team perceives there is the capacity and will to do this.
• The Next Step program, a GED-to-college transition program, operates at a satellite campus and is expected to generate some student transition data.

Financing Pathways:
• Student funding is a concern for the design team, particularly for students who are not ATB eligible and do not qualify for financial aid. The design team is considering funding options, but alternative funding sources are undecided.
• Because of existing relationships with the LWIB, there is opportunity to pursue funding support for ICAPS students for the first 6 college-level credits before students are ATB.
• Some Adult Education money can be spent on career courses, but there is limit to this amount of money.
• Additional sources of funding for ICAPS students may be available through Perkins (text books or certification exams) and existing GED and ESL scholarships offered to students through writing competitions and other privately funded scholarships.

Campus Integration:
• The ICAPS leadership team includes the Dean of Engineering, Math, and Sciences, and the Dean of Adult Education. There is a perception that upper-level administrators is aware of the project but ICAPS may not be viewed as integral as other initiatives that are capturing leaders’ attention, such as the college’s new Trade Adjustment Act (TAA) grant.
• Adult Education operates at several CLC satellite locations and high schools, but higher levels of Adult Education and ESL classes are intentionally scheduled at the main college campus, a dimension of programming efforts that aligns with the ICAPS philosophy to transition adults to college.
Lake Land College

Telephone conference call conducted September 12, 2011

Delivery Methods:

- Lake Land College (LLC) has some innovative instructional experience based on experimentation with contextualization in a developmental bridge program implemented in partnership with John Deere. For example, a welding class is integrated with a reading class and is co-taught by a basic skills instructor and CTE instructor.
  - This program serves as a model for policies related to co-teaching, co-pay, and curriculum development.
- Learning at LLC occurs in multiple formats, including face-to-face, online, and hybrid courses. More recently, LLC has integrated modularized instruction via reading software and GEDi in Adult Education.
- The design team praised the high levels of faculty ingenuity and support that have resulted in interaction and conversations across academic lines, a practice that is modeled by LLC division chairs.

The box shown here presents a developmental bridge program developed and implemented at Lake Land College using grant Carl D. Perkins IV funding from the Illinois Community College Board (ICCB).

Support Services:

- The scope of support services available to adult education students was recently enhanced due to the employment of a full-time transition coordinator in 2010. This position was identified as critical to the institution’s broad transition agenda for adult education students and to future ICAPS efforts.
- The full spectrum of support services available to college-level students at LLC is not available to adult education students at LLC. A student must be registered in a college-level course to an LLC ID card to access all student services.
  - LLC is currently developing an orientation course that will enable all adult education students to gain full access to student services. An orientation course will allow adult education students to generate college credit, at no additional expense to them.
- A barrier identified by the design team is student access to financial aid. LLC students must pursue a degree program that is at least 16 hours to be eligible for financial aid, as interpreted by the LLC financial aid office.

Program and Institutional Alignment:

- Pathways are not a new concept at LLC and partnerships have been fostered with high schools, universities, and business and industry. The development and continuation of these partners provides a platform for ICAPS.
LLC has a Community-Based Job Training Grants (CBJT) grant on green technology and a highway construction career training program involving several community and business partners.

- One challenge identified by the design team is that some short-term certificates are industry-recognized but not required prior to graduation.

Institutional Policy Analysis:

- The data system used by Adult Education is DAISI and the data system used for college-level students is Datatel. The design team perceives the IR office to have adequate capacity to code and track ICAPS students; however, because DAISI and Datatel do not ‘talk’ to each other, challenges are anticipated.
- Previous partnerships between LLC and the LWIB included data sharing, but ICAPS is viewed as an opportunity to build and enhance future partnerships.
- Recognizing that students sometimes transfer to other colleges, LLC uses the National Student Clearinghouse to analyze student transfer patterns and trends for college degree completers. ICAPS students who matriculate and complete will also be tracked to determine transfer patterns.

Financing Pathways:

- Existing financial aid policy at LLC provides some tuition waiver for CTE classes while students are working on their GED, provided students meet minimum criteria (underemployed and low-income).
  - Because of the ATB option that qualifies students for financial aid with six college credits, LLC is well positioned to help students finance ICAPS. The design team acknowledged that planning is needed to implement the ATB option.
- Annually, LLC offers two GED graduate scholarships to the highest GED scorers, and another private scholarship is awarded to adult education students.
- Core student support services for adult students include transportation and childcare and because of budget cuts to Adult Education, these services were cut. These cuts led LLC to seek additional funding through other grants and agencies; however, these services are limited.

Campus Integration:

- Top LLC leaders have been instrumental to ongoing efforts related to bridge programs and contextualized instruction. These leaders were identified by the design team as critical to the support and sustainability of the ICAPS model.
- The design team is concerned about the impact of new federal Gainful Employment regulations on ‘just-in-time’ education. Concern was also expressed about the curriculum approval timeline by LLC’s curriculum committee, the ICCB, and the Higher Learning Commission (HLC).
Telephone conference call conducted September 8, 2011

Delivery Method:

- LCCC has experimented with bridge programs and fostered faculty creativity for several years, including:
  - College-level faculty in the automotive and paramedic departments being involved in adult bridge programs and ICAPS
  - Contextualized curriculum that is welcomed enthusiastically by Adult Education faculty (e.g., an EMT instructor suggested that and Adult Education instructor observe an EMT class in the fall 2011)
  - Whereas CTE and Adult Education faculty are receptive to co-instruction, there are unanswered questions about how to fund faculty involved in a co-instructional model.
- The design team expressed some concern about the pace of curriculum approval at ICCB and IBHE, particularly as new programs and credentials are created to support the ICAPS model.

The box shown here presents a bridge program currently operating at Lewis & Clark Community College that was developed with Adult Education development and implementation grants from the ICCB.

Support Services:

- Adult bridge program experience with Shifting Gears has informed LCCC of how to implement support services for adults. Current college-wide activities related to tutoring and student success centers are models for ICAPS. LCCC is piloting an intrusive, proactive advising practice for students enrolled in multiple developmental education courses.
  - This pilot includes a team-teaching model between developmental education instructors and advisors.
- Adult Education staff meet regularly to track student progress, and the college uses an electronic attention alert system to monitor all students
- All adult education students receive LCCC student ID cards and have access to many of the same services to which college-level students have access.

Program and Institutional Alignment:

- Existing policies and procedures dictate student placement, and the design team has growing confidence in their ability to advise and place students in appropriate programs among credit and non-credit

**Bridge Name**
Bridge to Health Sciences

**Occupational Sector**
Health Sciences & Healthcare

**Type of Bridge**
Hybrid Model (Adult Education & Developmental Education)

**Target Audience**

**TABE Reading:**
- High Intermediate Basic Education
- Low Adult Secondary Education
- High Adult Secondary Education

**TABE Math:**
- Not Required

**COMPASS Reading:**
- 62 or passing READ 120

**COMPASS Math**
- Not Required

**Partners**

- Community College-Adult Education
- Community College-Developmental Education
- Workforce Investment Act (WIA)
- State Government Agency
- Federal Government Agency

**Funding Sources**

- Adult Education restricted funds
- ICCB Adult Education Implementation Grant
- Developmental Education Course Reimbursement from ICCB
- Student Tuition, Federal Grant Funds
- ICCB Student Success State Funds
education.
  o The testing policy stipulates students take placement tests once, but the policy is flexible for new programs. Therefore, ICAPS is positioned well to implement practice tests or retesting options that are conducive to adult student needs.

- LCCC does not have many short-term credentials, and the design team is committed to delivering programs that result in marketable credentials.
  o Cross-discipline and leadership team discussions have created a fertile environment to discuss new pathways and entry and exit points.
- Existing CTE program advisory committees and LWIBs are the foundation for strong workforce partnerships in this region.
- The college course catalog was perceived as confusing to adults, so leaders have discussed modifying the catalog.

Institutional Policy Analysis:
- The retention alert system function in Datatel is a robust tracking system with the potential to track ICAPS students into college-level courses and through completion.
- The incompatibility of DAISI and Datatel was identified as a barrier, and consequently, bridge student transition data have not been analyzed.
  o The design team communicated a desire and enthusiasm for integrating the Adult Education and college-level data systems.
- Tracking employment outcomes is difficult because LCCC borders Missouri and out-of-state data are not available.

Financing Pathways:
- There is uncertainty about which students will qualify for financial aid based on Ability to Benefit (ATB) due, in part, to existing placement policies.
  o The design team is aware of the 6-credit ATB option and, whereas that option is rarely pursued, the team is considering options for ICAPS.
- An “academic refresher” intervention was implemented recently to accelerate students through developmental education, and it offers lessons for ICAPS. Student outcomes related to this intervention are promising.
- Scholarships for adult education students exist, but are limited. Two scholarships support college enrollment for GED graduates, and a new Board of Trustees scholarship is available for the EMT program.

Campus Integration:
- The student success committee is an established practice whereby senior leaders (including academic deans, the Chief Academic Officer (CAO), and Adult Education director) meet monthly to review student success at the course-level.
  o Cross-functional teams were identified as working well and having the support and engagement of the CAO
- A student success center has been adopted and integrated into the campus, including Adult Education.
- Sustainability remains a concern for LCCC, primarily because of grant funding. The extent to which this program, and other innovative grant-funded programs, is balanced with traditional programming is an ongoing question.
- One immediate outcome of the College’s involvement in ICAPS is the CAOs asking program coordinators to analyze program outcome data related to completion, credentialing, and employment.
  o Results of these analyses are being used to modify the program review process at LCCC.
Lincoln Land Community College

Telephone conference call conducted September 7, 2011

Delivery Method:

- Lincoln Land Community College (LLCC) is pursuing the Pathway to Nursing Careers and Pathway to Automotive Technician Careers for ICAPS, and LLCC has an existing bridge programming experience in both pathways.
- The development of new curriculum is not anticipated for ICAPS, but curriculum efforts will target rearranging existing courses to create ICAPS packages and a viable health care pathway.
- Co-instructional efforts that have been implemented in college-level courses (Accelerating Success Associate Program) provide a co-instruction model for the delivery of ICAPS.
- The existing admissions policy for healthcare programs is relatively selective, and the design team noted that the programs need to examine these policies in light of ICAPS (this process does not appear to be fully articulated yet). The ICAPS model has implications for students’ preparation in basic skills.

The box shown here presents a bridge program currently under development at Lincoln Land Community College for Illinois’ ICAPS (Accelerating Opportunity) initiative.

Support Services:

- Utilization of college-level student support services for adult education students is a new concept for LLCC. However, adult education students do receive student IDs and have access to some services that college-level students receive. For example, adult education students have access to advising and counseling, career development services, and the library, but they do not have access to other services such as the student lounge and laptops because they do not pay fees; Access to the latter services would change in an ICAPS model.
- Support services for bridge programs are currently provided by a coordinator of Adult Education who has worked in that capacity for two years.
- The college is currently reforming the first-year experience (based on an AQIP project) for all students, and ICAPS is expected to align well with these efforts. Reform efforts thus far have not been inclusive of adult education students (with the exception of bridge programming), but there appears to be a desire by the design team to better integrate Adult Education into these efforts. Recently, the student services area appointed two staff as chair and vice chair of a

<table>
<thead>
<tr>
<th>Bridge Name</th>
<th>Bridge to Healthcare/Pre-CNA</th>
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<tbody>
<tr>
<td>Occupational Sector</td>
<td>Health Sciences &amp; Healthcare</td>
</tr>
<tr>
<td>Type of Bridge</td>
<td>Adult Basic Education and contextualized curriculum for CNA</td>
</tr>
<tr>
<td>Target Audience</td>
<td>Bridge Incorporates Adult Basic Education skills and contextualized curriculum for the LLCC CNA program</td>
</tr>
<tr>
<td>BEST:</td>
<td>High Intermediate ESL, Advanced ESL</td>
</tr>
<tr>
<td>TABE Reading:</td>
<td>High Intermediate Basic Education, Low Adult Secondary Education, &amp; High Adult Secondary Education</td>
</tr>
<tr>
<td>TABE Math:</td>
<td>High Intermediate Basic Education</td>
</tr>
<tr>
<td>Partners</td>
<td>Community College-Adult Education</td>
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<tr>
<td>Funding Sources</td>
<td>Adult Education restricted funds</td>
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<tr>
<td></td>
<td>ICCB Adult Education Implementation Grant</td>
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<td></td>
<td>WIA Title I Grant or Contract</td>
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<td></td>
<td>Business/Employer</td>
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</tbody>
</table>
committee within student services to work with Adult Education staff in aligning initiatives and including students in these plans.

Program and Institutional Alignment:

- LLCC placement policies for developmental education are clearly defined, but the role of developmental education for ICAPS students seems unclear to the design team.
- Relationships between LLCC and LWIB were identified as strong. Adult Education works closely with WorkNet, and personnel from LLCC’s career services center assists WIA-funded students.
- While LLCC has strong relationships with the LWIB, the design team is concerned about the viability of WIA funding.

Institutional Policy Analysis:

- The design team perceived local data capacity to be strong. The college uses Datatel and is confident that ICAPS students can be coded appropriately.
- Data on previous adult bridge students are tracked by Adult Education staff, but there is little capacity to track adult students through college-level courses because DAISI and Datatel are incompatible.
- LLCC is planning to pilot an early alert system that is intended to provide more timely feedback on student success through work associated with AQIP. Although this early alert system is confined to college-level students, ICAPS students would be integrated into this system.

Financing Pathways:

- The design team suggested that federal and state financial aid and WIA are becoming less reliable, so funding ICAPS will require creativity and the use of alternative funding to support students.
- Tuition waivers for the first 6 credit hours and LLCC Foundation scholarships are available for GED graduates, but similar financial assistance from the college is not available for adult education students who have not received a GED. However, the design team hopes to use this funding mechanism for ICAPS.
- A recent donation from the Chamber of Commerce (estimated $15,000) is anticipated to help fund pre-CNA and CNA students, including ICAPS students.
- Students must be enrolled in a program that offers a minimum of 24 credits to be eligible for financial aid, and the design team learned this in conversations with the LLCC financial aid officers as a part of ICAPS planning.

Campus Integration:

- Institutional leaders are members of the ICAPS design team, including three Vice Presidents who attended the first meeting.
- Adult education students are not fully integrated into the college support services. However, this issue is being addressed by work being done with ICAPS.
- Sustainability was identified as one of the biggest challenges by the design team. Institutional support and use of multiple funding streams is the intended strategy to address sustainability challenges.
McHenry County College

Telephone conference call conducted September 21, 2011

Delivery Method:

- Three pathways have been selected (Automotive Maintenance Technology, Advanced Technology, and Administrative Office Skills) that are currently designed as certificate programs (30, 24, and 19 credits, respectfully) and articulate to associate degree programs.
  - The design team intends to cluster the automotive certificate for ICAPS, but there is concern about lengthy internal and external curriculum review processes.
- Use of technology follows: I-Pathways (formerly GED-i), online GED instruction; Reading Plus, a basic skills approach to reading instruction; ITTS, a preparatory program for GED instruction. These software programs supplement Adult Education instruction during transition of students into postsecondary. Adult education students also have access to campus-wide computers.
- There are institutional plans for CTE to develop and offer CTE curriculum in an online format, although this effort is not fully implemented. This initiative offers opportunity to integrate online instruction in ICAPS.
- Co-instruction by basic skills and CTE faculty is new, and it has raised questions about the relative roles of basic skills and CTE faculty in the classroom. The MCC staff is unclear why two CTE instructors are not as helpful as a CTE and basic skills instructor. The purpose of the pairing, and the apparent rigidity of the model is not clear.

The box shown here presents a bridge program currently under development at McHenry County College for Illinois’ ICAPS (Accelerating Opportunity) initiative.

Support Services:

- All adult education students have access to the support services available to college-level students. In the past adult education students did not have access to student ID cards and computer labs, but the college resolved these issues and adult education students now have the same access to services as college-level students. An exception is that adult students aren’t eligible for the SAGE Learning Center, which provides tutoring services to tuition-
paying students in math, reading, and writing skills. Adult education students have access to other tutoring services through the Adult Volunteer Literacy program, a grant from the Illinois Secretary of State.

- Advising support was identified as critical among the design team members, and there is a full-time transitions coordinator within MCC’s adult education division. However, Adult Education has not received funding from the college to employ additional advisement, after several years of requests. The Adult Education division continues to solicit support for this position, and there is optimism that the ICAPS model will help to move the decision along.

Program and Institutional Alignment:

- MCC has a current automotive transition class that has helped nurture a culture in Adult Education that is supportive of transition to college. Existing placement and referral flowcharts document and coordinate the referral process directing upper-level ESL students to the transition coordinator.
- Existing efforts between Adult Education and CTE have led to stronger relationships, and members of the design team illustrate this collaboration.
- The CTE advisory committees in the selected pathways are perceived by the design team as strong and involved.
- The Adult Education Dean serves on the LWIB, and the LWIB is aware and supportive of ICAPS through participation of the manager of the McHenry County Workforce Center.

Institutional Policy Analysis:

- The local data systems for Adult Education (NXVIEW) and college-level students (Datatel) are independent of each other at MCC, and there is no mechanism to track adult education students into postsecondary education.
- Implementation of the new data system (Datatel) is three years away, raising the important question of whether MCC will have the ability to track adult education students.
- Data reported to the ICCB with DAISI is not compatible with other data systems maintained by the college currently.

Financing Pathways:

- The College and Career Pathways program is available for high-achieving adult education students, which provides them with a wide spectrum of support services. Students also receive a 3-credit hour tuition waiver; and these resources are expected to be leveraged for ICAPS students.
- For two-four GED completers with high GED test scores, MCC’s Next Step Scholarship pays for two years of tuition and books.
- Undocumented students are not eligible for financial aid, and this was identified as a challenge because of a large undocumented population in the area.

Campus Integration:

- A large and diverse group of college constituents have partnered for ICAPS, including representatives from top academic and support services.
- Structurally, the Dean of Adult Education serves on the Vice President’s Advisor Council, which raises the visibility of Adult Education among college leaders and constituents.
- The design team has not identified specific plans to sustain an ICAPS model should Illinois receive an implementation grant, but there are good indicators that the program will be sustainable. For example, the team noted the potential of this initiative to contribute to college enrollment, a feature that would sustain support from administrators.
- Leadership support is visible from the President whose previous experience includes GED advocacy.
• Relationships among Adult Education and college-level departments have been fostered based on successful implementation of healthcare bridge programs and the FAST Initiative, both of which attempt to transfer students in Adult Education and ESL into college-level courses that lead to credentials.

CROSS-SITE RESULTS

This section presents summary results of the cross-site analysis of the eight ICAPS policy audits. The results reflect the major themes that emerged from interviews with the local design teams on the six policy categories mentioned above. The themes are organized from most to least prevalent in the interview data, with various aspects of funding being a primary concern for most of the local design teams. Even more evident among the design teams, however, was recognition that prior experience with bridge programs had laid a solid foundation for ICAPS and created a context of support and enthusiasm for taking Illinois’ initiatives to serve diverse adult populations to the next step.

Prior Experience

All eight colleges had received funding from the ICCB via Adult Ed (Title II), Perkins IV, or Shifting Gears to plan and/or implement adult or developmental bridge programs, and they believed that these prior experiences provided an institutional foundation for future ICAPS programs. Of the three sources (Adult Ed, Perkins IV, and Shifting Gears), most of funding received by the colleges was Adult Ed funding for development and implementation of adult bridge programs. (Integrated into each institutional policy audit is a brief profile of one bridge program that the college has planned or implemented, confirming that most programs operated by these colleges are designed to be adult bridges.)

Leadership Commitment

Most of the eight colleges presented testimonial and evidence of leadership support for implementation of the ICAPS model, with several Vice President (VP) for Instruction or Academic Affairs officers being a visible and vocal part of the local design team; however, in a couple of cases, campus leadership support was not referenced by design team members or observed by our research team.

Financial Support

Most local design teams noted that their colleges did not have experience with the 6-credit hour Ability to Benefit (ATB) federal policy that enables students to be eligible for financial aid. However, having learned about ATB through the Accelerating Opportunity professional development meetings (held in June and August) the local teams were researching the ATB policy, and they anticipated utilizing it to enhance the eligibility of their adult students. Most design teams were consulting with their financial aid office to determine how to operationalize the ATB policy, and there were numerous expressions of interest and optimism about the potential for this policy to achieve full-scale implementation. The Accelerating Opportunity grant was cited as the motivating factor in local design teams investigating and encouraging the adoption of this policy.

Federal Aid

Several design teams noted that students must be enrolled in a program that meets a minimum credit threshold to be eligible for financial aid, but this minimum number of credits varied across colleges which suggested different interpretations of federal financial aid policy. Prior to Accelerating Opportunity, the design team members associated with different community colleges had never shared information about financial aid for low-skilled adults, so the sharing of information prompted by the grant was leading to inquiries at the local level about why federal policies are interpreted differently. Most design teams seemed optimistic that the sharing of information across colleges would result in greater opportunity for
financial aid for the ICAPS student population.

**Program and Student Funding**

All of the local design teams were considering and in some cases actively pursuing institutional, private, and partner funding to support ICAPS programs and student participants. Several colleges mentioned that they had designated a limited pot of funds that typically went to adult education studies to ICAPS students, and others mentioned securing funds from their community college’s foundation. A few colleges mentioned launching campaigns to seek new funds from local businesses, alumni and other supports.

**Curriculum Approval**

Because curriculum change will be required to implement the ICAPS model, most design teams expressed concern that the slow pace of curriculum approval at the local or state level could slow ICAPS implementation, particularly in the spring 2012 semester when the Accelerating Opportunity initiative would be ramping up. Several design teams indicated curriculum review and approval could take as long as 6 months to 1 year or longer, and this pace of review would not allow for implementation of ICAPS programs quickly in spring 2012. It is worth noting, however, that we noted differences in the local design teams in the responsiveness of their institutions to handle curriculum change associated with a grant-funded initiative (that could be considered a pilot) and similarly, their understanding of what types of expedited processes are possible at the state level.

**Short-term Credentials**

Some colleges do not offer career-technical education (CTE) programs with many or any short-term stackable credentials under 30 credit hours, which was leading local design teams to research credentials and modify curriculum. In most cases, interest was expressed for creating short-term credentials but, at the same time, design team members expressed concern that credentials have value in the labor market.

**Helping Students Overcome Personal Barriers**

Child care and transportation were identified by several local design teams as potential barriers to student participation in the ICAPS program. The state’s economy, local economies, and pervasive unemployment were noted as contributing to an especially high need for services such as these.

**Transition Supports**

The transition coordinator or navigator role was recognized as important by all of the local design teams, but implementation of the role was operationalized in different ways. Several colleges had recently hired a professional to fill this role for the Adult Education program and for adult bridge student populations, so this individual was seen as well positioned to extend his/her services to the ICAPS students. A few local design teams mentioned plans to hire transition coordinators if implementation funds were secured from Accelerating Opportunity.

**Institutional Data Systems**

Almost all local design teams noted that their institutions had adequate data systems to flag and track adult education students, but there was consensus that the local systems could not be linked to the state’s adult education system known by the acronym DAISI. Most design teams were also uncertain of whether students who were flagged in their institutional data systems could be tracked into the ICCB A1 (postsecondary) system. Because of difficulties experienced by the community colleges in the past, there was concern about what would be possible with ICAPS model.
RECOMMENDATIONS

The following recommendations are offered to assist the Illinois Community College Board (ICCB) and all professionals associated with implementation of Illinois’ ICAPS model to achieve success.

1. **Draw on experience.** All of the community colleges engaged in ICAPS have experience with development and/or implementation of adult or developmental bridge programs. The colleges have learned important lessons through their past experiences that provide a solid foundation for future implementation of ICAPS. Systematic efforts should be taken to document the evolution of ICAPS in terms of lessons that may transfer from prior experience with bridge programs to ICAPS. The State also needs to understand the advantages and disadvantages of different models (I-BEST, modified I-BEST, and bridge) since it is a portfolio of policies and programmatic approaches may be needed to meet the needs of Illinois’ diverse adult population.

2. **Inform and involve key leaders.** Institutional leaders, program leaders, instructors and support staff need to understand key elements of the ICAPS model, and they need to understand how ICAPS programs should be implemented. All users and constituents need to know how to support the model in their own institutions and in the larger state context. Efforts to educate and involve the Illinois Council of Community College Presidents and other Councils that involve Chief Academic Officers (CAOs), Chief Support Services Officers (CSSOs), and other administrative leaders need to be pursued aggressively. These groups are critical to providing the institutional context to support ICAPS and overcome barriers to full-scale implementation and sustainability.

3. **Offer financial solutions.** Issues concerning financial resources for programs and students were on the minds of many individuals interviewed pertaining to institutional policies and ICAPS. The pervasive lack of knowledge about financial aid policies and strategies should be addressed through focused professional development of the college financial aid directors and staff, as well as Adult Education providers and professionals affiliated with these programs. Information about Ability to Benefit (ATB), eligibility for Pell, and opportunities to obtain funding through state and local sources need to be highly accessible and shared in a systematic manner. The ramifications of getting financial aid information into the hands of institutional leaders and professionals who serve adult students is critical to the success of ICAPS, adult bridges and any other models and programmatic approaches that seek to enroll low-income students.

4. **Support curriculum and instructional reforms.** The ICAPS model requires implementation of an I-BEST or modified I-BEST curricular approach, including co-teaching that provides academic support in the classroom, complimented by student supports. Also, ICAPS requires college-credit courses that provide stackable credentials and preparation for family-living wage employment. To expedite implementation of ICAPS, new curriculum needs approval at the local and state levels, and the approval process needs to happen in as expeditious a manner as possible. To be sure, quality assurance is important as curriculum that does not deliver meaningful content and credentials that do not have value in the marketplace are not good for anyone. On the other hand, approval processes that take so long that implementation is extended for months or longer threaten the success of the ICAPS initiative.

5. **Integrate student services to support adult learners.** Integrate student services into the ICAPS model so that students receive supports that they need as they move through the program. Increasing evidence suggests full-time support services professionals are vital to helping adult learners address academic and personal challenges and navigate the college experience. Tangle supports in the form of transportation assistance, bus vouchers, child care, and referrals for health care and other personal matters are essential if adult learners are going to persist and succeed in acquiring credentials.
6. **Evaluate to measure program implementation, student outcomes and program impact.**

Evaluation useful to measuring program implementation, student outcomes and program impact is vital to the success of the new ICAPS model. Data collection needs to happen on the local and state levels, including enabling design teams and other local constituents to use data to assess whether the ICAPS model is working and determine the impact it has on students. Mapping the awarding of stackable credentials in relation to ICAPS and other related pathway and bridge programs would be a valuable exercise for the state. Even though most of the colleges involved in ICAPS have prior experience with bridge programs, none have implemented the I BEST or modified I BEST model, and none of measured impact. Evaluation is therefore critical to surfacing the extent to which ICAPS and related models have been implemented with fidelity and using this information to advance policy and program implementation.
REFERENCES


APPENDIX A
ICAPS Policy Audit

Details for Phase Two of Policy Audit

The primary goal of Phase Two of the ICAPS Policy Audit is for institutions to collect and submit current “off the shelf” documents pertaining to key elements of the ICAPS Model, including the non-negotiable elements prescribed by JFF. You are not expected to create new documents for this process! The following list gives six (6) categories, with examples of documents that you may submit as evidence of the current status of your ICAPS project. Remember, the ICAPS Policy Audit is intended to reflect what exists currently, not something that is planned for the future.

For each category below, attach and label the documents by sending them via electronic or hard copy. Please categorize and annotate (e.g. – see page 45 of course catalog) documents that are submitted so it is clear what information is associated with specific policy categories. We encourage you to be inclusive of official or unofficial documents that reflect existing policies while also being judicious in selecting documents that best portray the current status of your project. Think about providing existing documents that tell the story of where your project is at right now!

Examples of general documents that may help to tell your story are:

- Program descriptions
- Student handbooks and guidebooks
- Course catalog (marking relevant sections of the course catalog)
- Schedules – course schedules, meeting schedules, workshop schedules, event schedules
- Marketing materials
- Communications and correspondence – Memos, Emails, Webpages
- Links to other materials

Submission Information:
Electronic documents are preferred and should be submitted as attached files or links, with an e-mail explanation, to OCCRL at occrl@illinois.edu.

Hard copy materials should be sent to:
Ms. Linda Iliff
Room 129, Children’s Research Center MC-672
51 Gerty Drive
Champaign, IL 61820

Please e-mail or postal mail your documents by noon Tuesday, September 6, 2011 so that they can be reviewed prior to the telephone interview with your local Design Team on September 7-14, 2011.

Documentation by Category

1. Delivery Method – involves acceleration strategies, contextualized learning, and the hybrid (online and classroom-based) course designs.
   Examples of relevant documents:
   - Course syllabi
   - Course and curriculum sequences
   - Illinois Content Standards, Common Core standards, Occupational Standards
   - Online tools
   - Faculty job descriptions
   - Faculty selection criteria
   - Curriculum development policies
   - Co-instruction policies
Evidence-based dual enrollment strategies

*Examples of relevant documents:*
- Co-enrollment policies
- Credit & non-credit policies
- Policy on transcripting credit

2. Support Services – involves comprehensive student supports

*Examples of relevant documents:*
- Support service policies and offerings (e.g., career, academic, financial, and personal support services)
- ICPs, career goals, career plans
- Recruitment activities
- Eligibility to receive student services
- Learning inventory
- Orientation
- Policies for addressing students with disabilities

3. Program and Institutional Alignment – ensures articulation of two or more educational pathways, linked to career pathways, that begin with ABE or ESL and continue to a one-year college-level certificate and beyond

*Examples of relevant documents:*
- Program descriptions
- Articulation agreement/plan
- Student assessment, referral, and placement policies (Adult Ed & college-level)

Evidence of strong demand for the selected pathway

*Examples of relevant documents:*
- Local labor market data for the specific pathway and college
- Enrollment data

Pathways culminating in college readiness and marketable, stackable, credit-bearing certificates and/or degrees

*Examples of relevant documents:*
- Credentials in pathway
- College readiness standards

Partnerships with Workforce Investment Boards and employers

*Examples of relevant documents:*
- LWIB partners – roles and services provided
- Employer and community partners (CTE advisory boards and members)

4. Institutional Policy Analysis – gives capacity to collect longitudinal participant data and track student progress internally through both ABE and college preparatory/career pathways and into employment

*Examples of relevant documents:*
- Data sharing policies (between local partners: ABE, CTE, Workforce, etc.)
- Data elements tracked locally
- Disaggregated outcome data/results
- Program review, approval, and evaluation policies
5. Financing Pathways - ensure that the programs are scaled up and sustainable
   Examples of relevant documents:
   - Financial aid policies
   - Financial incentives for students
   - Descriptions of special grants and programs

6. Campus Integration - results in a fully implemented and sustained model for meeting the needs of adult learners
   Examples of relevant documents:
   - Local Design Team composition (including all the required partners, CTE, ABE, Developmental Education, Workforce, etc. as outlined in the RFP)
   - Administrative & Leadership Support (e.g., where Accelerating Opportunity resides in organizational chart)
   - Programs or services are administered or implemented jointly between ABE and another campus unit (academic or non-academic)
   - ABE collaboration with another campus unit (academic or non-academic)
   - Sustainability plan
   - Student support service integration
APPENDIX B
Participants by Community College

College of Lake County
- Jeff Hines, Faculty chair CNC program
- Ted Stephaniak, Remedial Math faculty
- Ali O’Brien, Assistant Vice President of Educational Affairs
- Arlene Santos-George, Institutional Research
- Levia Loftus, Transitions Coordinator
- Leticia Swift, Transitions coordinator
- Kate Johnson, Director of financial Aid
- Mary Charuhas, Dean of Adult Basic Education, GED and ESL

Richard J. Daley College
- No names provided

Danville Area Community College
- Dave Kietzmann - Vice President, Instruction and student Services
- Nancy Boesdorfer - Director, Assessment and institutional Effectiveness
- Bruce Rape - Dean Business & Technology Division
- Stacy Ehmen - Director, Enrollment Services and Registrar
- Laura Williams - Director, Grants & Planning
- Janet Ingargiola - Director, Financial Aid

Elgin Community College
- Carol Cowles – Dean of Student Services and Development
- Mary Perkins – Associate Dean of Enrollment Management
- Julie Schaid – Interim Dean of Developmental Education and College Transitions
- Wendy Miller – Dean of Health Professions
- Elizabeth Hobson – Senior Director of ABE/ASE
- Mary Lloyd – Director of ABEC (Adult Basic Education Center) Operations
- Anne Hauca – Director of Workforce Transitions
- Pete Almeida – Program Coordinator (ESL/Welding grant)
- Peggy Heinrich – Dean of Adult Education

Lewis & Clark Community College
- Donna Meyer, Dean, Health Science
- Dr. Linda Chapman, Vice President, Academic Affairs
- Jill Lane, Dean, Liberal Arts and Business
- Dr. Sue Czerwinski, Dean, Mathematics, Science and Technology
- Dr. Dennis Krieb, Director, Learning Resource Center
- Stephanie Fernandes, Math Faculty and Development Math Coordinator
- Vicki Hinkle, Assistant Director, Adult Education
- Nancy Young, to be Basic Skills instructor for EMT
- Kim Schweiker, Student Services Coordinator and point person for IBEST recruitment
- Nick Moehn, Director of Academic Affairs Operations
- Jane Fleming, Project Manager, Partnership for College Career Success
- Angela Weaver, Director of Financial Aid
- Kahy Haberer, Director, Student Development/Counseling
- Val Harris, Director, Adult Education
Lake Land College
- No names provided

Lincoln Land Community College
- Judy Jozaitis – Vice President, Workforce Development & Community Learning
- Cynthia Maskey – Dean of Nursing
- David Green – Dean of Business & Technologies
- Wendy Howter – Dean of District Learning Resources
- Lisa Heyen – Adult Education Coordinator
- Tyra Taylor – Assoc. VP Enrollment Services
- Julie Clevenger – Executive Director, Learning Lab
- Rebecca Klatt – Associate Professor, Reading (Developmental Ed)
- Anita Llewellyn – Adult Education Coordinator / former adult ed instructor and also previous LLCC adjunct reading instructor
- Lyn Buerkett – Director, Adult Education & Literacy

McHenry County College
- Rick Clute, Dean of Adult Education, APC #528 Member
- Dr. Peter Linden, Executive Dean of Education, Career and Technical Education, Director of Perkins
- Julie Holdeman, Adult Education Coordinator of Transitions
- Mike Albamonte, Instructor—Automotive Maintenance Certificate (24)
- Julie Freelove, Instructor - Information Technology—Administrative Office Skills Certificate (19)
- Heather Zaccagnini, Instructor, Manufacturing—Design Technology Certificate (30)
- Adult Education Adjuncts: Jane Shank (ABE/ESL)
APPENDIX C
Policy Audit Interview Protocol

The following questions will be used to guide to conduct semi-structured interviews with the local design team members, after documentations has been gathered and disseminated to OCCRL. These interview questions seek clarity on questions and policy information submitted by the sites associated with the eight policy areas identified for the ICAPS initiative. The questions are considered a starting point, with additional questions and more specific probing questions formulated and asked of the team members during the interview.

General Questions
- Should we anticipate that more policy documents will be arriving via mail?
- To help us understand the “big picture”, what policies do you see as most thoroughly addressed by your institution? What policies are weakest or inadequate at this point?

Delivery Method
- What acceleration strategies exist in the program, and what is the use of hybrid learning? How do institutional policies address these instructional modes?
- What curriculum development policies of your institution apply to new curriculum such as ICAPS? How is new curricula introduced, implemented, and evaluated?
- To what extent do adult education student co-enroll, and how is adult education student credit transcripted?

Support Services
- What are the support services provided to adult education students – consider career, academic, financial, and personal support services?
- What services, if any, are provided to college-level students and not adult education students?

Program and Institutional Alignment
- What are the student assessment, referral, and placement policies?
- What curriculum standards are imbedded in the pathway curriculum, and how do those standards align with college readiness and occupational standards?
- Do any adult education credits articulate to college-level degree programs or courses?
- What local labor market data is used to demonstrate demand in the specific pathway, and what is the demand?
- Who are the local workforce partners in the pathway and what are their roles?

Institutional Policy Analysis
- What outcome data are collected and shared among adult education, developmental education, CTE, and workforce training?
- Which of the following data elements are tracked locally for adult education students: adult education and developmental education placement scores, job placement and wages, college persistence, time to degree, and disaggregated graduation rates?
- How are outcome data disaggregated and what comparisons are made?
- What other program reviews or evaluations are conducted regularly?
Financing Pathways
- What funding streams support adult education (local, state, federal, private, other)?
- What financial aid is available to adult education students and what does the aid support? Which students qualify for financial aid and how do they receive the aid?
- In what ways are employers involved in funding of ABE programs?
- How are student services financed?
- What are the financial incentives for students to enroll in ABE or college-level instruction?

Campus Integration
- Who are the partners in the pathway?
- In what ways do adult education faculty and administrators interact with college-level faculty and administrators?
- What programs or services are administered or implemented jointly between adult education and another campus unit (academic or non-academic)?
- In what ways does adult education collaborate with another campus unit (academic or non-academic)?
- To what extent are student support services integrated between adult education and the college?