**ICCB Ability to Benefit, E-App Documentation Matrix (Spring 2025)**

Colleges must complete the E-App process for approval of their first ATB program and then attest to subsequent ATB programs meeting these same design standards.

Colleges must provide the appropriate documentation for each of the following sections in their initial E-App process and maintain records of this documentation at the institution for subsequent ATB programs.

Please note that this approval process and documentation applies for all versions of ATB and not solely for the state-defined process.

The matrix below indicates the approval criteria and examples of the documents colleges can utilize and where to refer for support. Note that this list is not all exhaustive in terms of suggested documentation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Regulation | Definition, rule, policy | Federal outline or example | ICAPS documentation | CTE documentation |
| 34 CFR 668.157 –  Eligible Career Pathway Program  Section (a) | College demonstrates that a student is enrolled in an eligible career pathway program by |  | * ICAPS approval letter | * ICCB POS approval letter/email |
| Section (a)(1) | The student is receiving all of the following things simultaneously |  | * ICAPS approval letter | * ICCB POS application |
| Section (a)(1)(i) | Eligible postsecondary program | Document that all programs meet the eligible program standards in 34 CFR 668.8 |  | * ICCB POS application * Title IV approval (Financial Aid) |
| Section (a)(1)(ii) | Adult education & literacy activities that assist adults in attaining a secondary school diploma or equivalent and in the transition to postsecondary education and training | Has at least one of these two options.  1) Document that the  programs offer at least  one of the listed activities  found in sections (a) or  (h) of 34 CFR 463.30 and a description of how the activity is offered  OR  2) Provided a funded  application from the most recent WIOA Title II Competition | * ICAPS application, Adult education Curriculum |  |
| Section (a)(1)(iii) | Workforce preparation activities | Demonstration of how the program will help the student acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills  This could also include  employability skills that address competency in resource utilization, working with others, understanding systems, and having the necessary skills to transition to postsecondary education. Or other employability skills that increase the students’ preparation for the workforce. | * ICAPS application, Workforce Preparation and/or Transition Services, Technology Skills, and Comprehensive Student Support Services | * ICCB POS application in Employer-Informed Competencies and Skills and/or Instructional Sequence |
| Section (a)(2) | The program aligns with the skill needs of industries in the state or regional labor market based on research the college has conducted which includes… |  | * ICAPS application Provide labor Market Information | * ICCB POS application in Development and Engagement * CLNA |
| Section (a)(2)(i) | Government reports identifying in-demand occupations in the state or regional labor market | Has at least one of the following:  1) Relevant report by a  Federal agency within the last 5 years of initiating the CPP  2) A report completed by the mayor’s office or a public council/board  3) A report from the local Workforce Development  Board  4) The Economic, Workforce, and Workforce Development Activities Analysis section front he most recent unified or  combined WIOA State  Plan  5) Economic and labor market data report from the State Department of  Labor, State Workforce  Development Board, or  Local Workforce  Development Board (or  equivalent)  6) A published document or certified report from the State’s Department of Labor (or equivalent)  establishing the  in-demand occupations in the state or regional labor market | * ICAPS application Provide labor Market Information | * ICCB POS application in Development and Engagement * CLNA |
| Section (a)(2)(ii) | Surveys, interviews, meetings, or other information obtained by the college regarding the hiring needs of employers in the state or regional labor market | Has at least one of the following:  1) Completed surveys sent out by the college to at least 10 state or regional employers noting their hiring needs  2) Documented interviews conducted by the college with at least five state or regional employers noting hiring needs  3) Meeting minutes between the college and state or regional employers noting hiring needs  4) Employer Needs Survey from the State Workforce Development Board | * ICAPS application Provide labor Market Information | * ICCB POS application in Development and Engagement * CLNA * CTE program advisory committee meeting minutes |
| Section (a)(2)(iii) | Documentation that  demonstrates direct engagement with industry | Has at least one of the following:  1) Meeting minutes from local and/or State Workforce Development  Boards demonstrating  engagement with industry  2) Feedback from an  industry advisory  committee indicating the  institution's engagement | * ICAPS application Letters of Commitment | * ICCB POS application in Development and Engagement and/or Employer-Informed Competencies and Skills * CLNA * CTE program advisory committee meeting minutes |
| Section (a)(3) | The skill needs described in the above section align with specific coursework and postsecondary  credential provided by the program or other required  training | Narrative documentation that the coursework and/or training the student will receive upon  completion will align with the skill needs of the industries in the state and regional labor market | * ICAPS application Learning Outcomes | * ICCB POS application in Employer-Informed Competencies and Skills * CLNA * CTE program advisory committee meeting minutes |
| Section (a)(4) | The program provides academic and career counseling services that support students in pursuing their credential and obtaining jobs aligned with skill needs described in Section (a)(2), and identifies the individuals providing the career counseling services | Document what career counseling service(s) will be provided to students enrolled in the program | * ICAPS application Comprehensive Student Support Services | * ICCB POS application in Academic Instruction and Supports and/or Recruitment and Access * Perkins grant: Career Exploration, Development, and Guidance section |
| Section (a)(5) | The appropriate education is offered concurrently with and in the same context as the  workforce preparation activities and trainings for specific  occupation or occupation cluster through an agreement, MOU, or some other evidence of  alignment of postsecondary and adult education providers that ensures that the education is aligned with the students other career objectives | Has at least one of the following:  1) Agreement, MOU, or  other documentation  between the college and  the other adult education  agency or provider  2) Documentation that the ECPP is offered as part of an integrated Education &Training Program (ICAPS in Illinois) | * ICAPS application and approval document | * ICCB POS application in Academic Instruction and Supports |
| Section(a)(6) | The program is designed to lead a valid high school diploma or equivalent | Document the secondary component of the program | * ICAPS application Adult Education Curriculum |  |