



401 East Capitol Ave
Springfield, IL 62701
www.ICCB.org



INNOVATIVE BRIDGE & TRANSITIONS

GRANT MANUAL

Table of Contents:

Section #1

Introduction to the Innovative Bridge & Transitions Grant

A Roadmap for Success

Staying on Track After Funding

Sustaining Work Beyond the Grant

Section #2

Program Components

Grant Objectives

Required Activities

Allowable Activities

Section #3

Budget Components

Budget Description

Post Allocation Budget and Summary

Allowable Expenses

Indirect Costs

Unallowable Expenses

Cost Sharing or Matching

Budget Modification Process

Table of Contents:

Section #4

Funding Processes and Requirements

- Grant Agreements
- Use of Funds
- Reporting
- Funding Deadlines Reporting Requirements
- Reporting: Performance Measures
- Funding Methodology
- Professional Development

Section #5

Closeout Requirements

- Equipment Report
- Student Success Stories
- Closeout Financial Report
- Return of Funds

Section #6

Contact information at the Illinois Community College Board

Appendix

Resources per Objective

Key Definitions

Section #1

Introduction

The purpose of this grant is to:

- Create or support programs that improve student transitions to and through postsecondary education (up to baccalaureate) and into employment, programs that support these transitions for individuals with disabilities; and
- Scale programs that promote equity and diversity among those served.

This grant is intended to provide services to targeted populations identified below. The intent of the grant is to serve individuals who are 16 years of age or older and prepare:

- **Adults who are not enrolled in high school** with limited academic or basic skills, underemployed or unemployed to enter and succeed in credit-bearing postsecondary education and training leading to employment in high skill, high wage, and in-demand occupations; and/or
- **Out-of-school youth** (16-24)
- **youth who are in-school** (16 or older). Serving in-school youth is an allowable activity—only if the service to this population prepares them to enter postsecondary education and training following graduation.

Section #1

What This Means for Your Program:

A Roadmap for Success

The IBT Grant provides programs with the opportunity to strengthen student transitions and expand access to equitable career pathways. Beyond the technical requirements outlined in this manual, success comes from intentional planning, consistent implementation, and long-term sustainability. The following guidance offers a roadmap for grantees:

Staying on Track After Funding

- Build a grant calendar. Enter reporting deadlines, professional development dates, and closeout requirements into a shared calendar. Assign responsibility to staff.
- Document as you go. Collect student participation data, success stories, and expenditure records consistently rather than waiting until reports are due.
- Monitor your budget regularly. Compare spending to your approved budget each month and initiate modifications early if needed.
- Stay engaged. Participate in ICCB operational meetings and professional development to strengthen implementation and build peer connections.
- Communicate proactively. Reach out to ICCB when challenges arise; early communication often leads to flexible solutions.

Sustaining Your Work Beyond the Grant

- Institutionalize what works. Embed successful practices into ongoing programming and strategic plans.
- Leverage data and stories. Share outcomes and student success stories with stakeholders to demonstrate value and attract future investment.
- Diversify funding. Explore alignment with Adult Education, Perkins, WIOA, workforce boards, and employer contributions to sustain key activities.
- Build staff capacity. Cross-train staff to prevent disruption if roles change.
- Keep partnerships active. Maintain engagement with employers, schools, and community partners to keep pipelines strong and opportunities open.

By focusing on clear objectives, consistent management, and long-term sustainability, your program can move beyond compliance to create lasting impact for students, employers, and the communities you serve.

Section #2

Program Components

Grant Objectives

The objectives of this grant are intended to increase access and persistence along career pathways for the targeted populations to be served. Grantees are to select one objective from the following four objectives for their grant focus. Each objective and subobjective is held to a maximum cost per participant

Objective 1: Adult Education Bridge and ICAPS Programming: Create new or greatly expand bridge or integrated education and training programming (ICAPS), which shall include contextualized basic reading, math, and language skills, occupational competencies, and employability skills. This objective shall not supplant required bridge and ICAPS activities under WIOA Title II, Adult Education and Literacy implementation. For example, your program needs 20 textbooks for a Welding ICAPS. Supplanting would be having 10 textbooks in your Adult Education budget. Then, moving that money to personnel and putting the cost of all 20 textbooks in the IBT grant budget, which is not allowable. Supplementing is having 10 textbooks in the AE budget, leaving them, and paying for the remaining 10 textbooks from the IBT grant budget, which is allowable.

Objective 2: Seamless transitions for College and Career Pathways: Implement programs that provide seamless transitions from high school to college or between postsecondary institutions, including but not limited to:

- 2a:** Curriculum alignment between secondary and postsecondary institutions, curriculum alignment and articulation efforts between postsecondary institutions (2 +2 agreements, up to graduate level work),
- 2b:** Dual credit programming, CTE program of study development and implementation, or college and career pathway endorsement activities, or
- 2c:** Pre-apprenticeship to apprenticeship partnerships and implementation.

Section #2

Grant Objectives, cont.

2d: Out-of-School Youth Career Activities: The program is specifically aimed at helping out-of-school youth (ages 16-24) to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career training activities. Programs can be modeled after the ICCB Early School Leaver transitions Program. Career training activities could include job-shadowing, workplace in-person tours, workplace virtual tours, career/job fairs, volunteer time at local events, ICAPS enrolment, etc. Grantees selecting this objective will be required to utilize the VEDA system for entering student-level data and case management.

Objective 3: Wrap-around Support Services: Utilize transitions/wraparound services which provide students with the information and assistance they need to equitably access and persist along their career pathway. This may include providing wraparound services for students transitioning from adult education or remedial coursework to credit or occupational programs, or from credit or occupational programs to the workforce. Services may include academic advising, career pathway navigation, tutoring, supplemental instruction, study skills, coaching, and referrals to individual support services (e.g., basic needs including housing, transportation, and childcare).

Objective 4: Seamless transitions for Students with Disabilities: Create comprehensive programming for individuals with disabilities that provides vocational, psychological counseling, transitional and educational services, and job placement activities in order for them to live and work independently in the community. These programs may include transitions from high school to college as well as college to employment.

Section #2

Required Activities

Implement and integrate equity-driven, evidenced-based practices, strategies, and pedagogy throughout programming. Grantees should utilize data-informed decision-making in the development, implementation, and evaluation of programming to identify equity gaps and address inequities appropriately. Programs should aim to ensure diversity, equity, and inclusion is adequately supported in programming. Specifically, programs should aim to advance equitable access and outcomes for racially and ethnically minoritized communities as well as others marginalized by education and workforce systems.

Participate in Professional Development Opportunities provided by the ICCB and its partners, Illinois Center for Specialized Professional Support. These meetings will occur monthly. Attendance will also be required at quarterly operational meetings.

Engage in partnerships with other entities that may strengthen the ability of students to persist through the education and training provided. Systemic change efforts are encouraged. Partners may include community-based organizations, institutions of higher education, advocacy groups, local one-stops, and employers, among others.

Develop and implement career activities which may strengthen career development and exploration, career planning, understanding the world of work, and integration of essential employability skills. This may include work-based learning opportunities (e.g. internships, pre-apprenticeships, apprenticeships, etc.).

Implement and integrate equity-driven, evidenced-based practices, strategies, and pedagogy throughout programming. Grantees should utilize data-informed decision-making in the development, implementation, and evaluation of programming to identify equity gaps and address inequities appropriately. Programs should aim to ensure diversity, equity, and inclusion is adequately supported in programming. Specifically, programs should aim to advance equitable access and outcomes for racially and ethnically minoritized communities as well as others marginalized by education and workforce systems.

Participate in Professional Development Opportunities provided by the ICCB and its partners, Illinois Center for Specialized Professional Support. These meetings will occur monthly. Attendance will also be required at quarterly operational meetings.

Section #2

Allowable Activities

- Developing or Aligning Curriculum: Furthering the alignment of coursework by contextualizing and integrating basic skills or academic and career and technical education offerings. This may also include articulation agreements between community college and four-year institutions, curricular alignment activities up to post-baccalaureate level, and competency mapping throughout the pathway (Obj 1 or 2).
- Creating short-term training programs that support minority students' transitions into postsecondary education and employment (Obj 2).
- Developing African American History programs that teach cultural awareness and historical perspectives (Obj 2).
- Expanding or developing models that link participants in adult education programs including all provider types to community colleges (Obj 1 or 2).
- Creating a program of study, inclusive of dual credit, for an in-demand industry sector, from high school to postsecondary education (Obj 2).
- Developing an ICAPS program that allows those who are basic skill deficient to earn industry recognized or college credentials, college credit, and credits toward an in-demand occupation (Obj 1).
- Developing models that promote service integration with partner programs (Obj 1-4). Developing a bridge program in an in-demand sector (Obj 1).
- Developing a process for using prior learning assessment to evaluate and grant credit for prior learning (Obj 2).
- Developing a student support center model that will enhance services to underrepresented populations, including but not limited to the following: wrap-around services for basic needs including but not limited to housing, financial literacy, and other services that will reduce barriers to educational success for all students including those who are homeless and those individuals with disabilities (Obj 3 or 4).

Section #2

Allowable Activities, cont.

- Creation of programs and services that assist individuals with disabilities (i.e., those who are on the autism spectrum) to access educational services that will help support their independence and reduce barriers to their success (Obj 4).
- Developing comprehensive programs and services for those with disabilities that provide assessment of work strengths, abilities and limitations through an evaluation process which may include but not limited to interviews, testing and observation. These services may consist of providing living center programming such as life skills including budgeting, meal preparation, job placement into compatible competitive employment, professional training and research, driver's rehabilitation services, essential work skills with an emphasis on employer expectations, and other daily living skills that offer residents an opportunity to live and learn new skills and work toward personal independence (Obj 4).
- Other activities of statewide significance that expand career pathways and are aligned with labor market information as identified by local or regional needs (Obj 1-4).

Section #3

Budget Components

Budget Description

There are 2 budgets sections for this particular grant.

- The AmpliFund Budget is used to create the budget in the AmpliFund Grant Management System. In AmpliFund, the budget is built by total category. The AmpliFund budget should match the Section A, category level, budget in the GATA Budget. For example, in AmpliFund, for Personnel, the category is funded at \$10,000.
- The GATA Budget is where grantees will show line-item expenses. On the GATA form, the Executive Director is funded at \$2,000, the Program Coordinator at \$5,000, and the course instructor at \$3,000 for a total of \$10,000 that matches the amount in the AmpliFund Budget. The \$10,000 total is all that is entered in the AmpliFund Personnel Category.

Post Allocation Budget and Summary

Once allocations are posted on the ICCB website, an email is sent to applicants with the website link. ICCB staff will reach out to grantees to make necessary adjustments. Adjustments could be on the budget, the narrative, or the performance measures chart. All of these changes need to be made and uploaded in AmpliFund.

Budget changes (most common examples)

- overall amount adjustment, which would mean individual categories would need adjusted
- movement of items between categories (travel expense from Supply category to Travel category OR textbook expense from Supply category to Miscellaneous category)
- removal of unallowable expenses
- addition of details needed for categories or lines

Narrative changes (most common examples)

- due to reduced allocation, fewer activities or classes may be offered

Section #3

Performance Measures Chart (most common examples)

- Due to reduced allocation, fewer activities or classes may be offered
- Changing Xs or percentages in quarter columns to actual numbers
- Clarifying measures
- Completing the correct chart

Once the requested changes are made and approved, grant agreements are created and sent to grantees.

For grantees with no requested changes, grant agreements are created and sent to grantees. As a reminder, grantees will need to accept the Notice of State Allocation (NOSA) prior to a grant agreement being created.

When the grantee returns their grant agreement signed, it is routed to ICCB's executive director for his signature. Upon that signature, the agreement is returned to the grantee, and it is considered "executed." At that point, a request for payment of the full allocation amount is made to the Illinois Comptroller's Office. Payment is in the form of a check mailed to the address on file with ICCB and can be expected in 45-60 days from the time of execution of the grant agreement.

Section #3

Allowable Expenses

- Personnel – This would include payment to staff – directors, instructors, tutors, coordinators, etc.
- Fringe – This would include benefits for staff listed in Personnel.
- Travel – This could include travel to and from conferences, required meetings, class locations, etc.
- Supplies – This would include materials that are consumed during the life of the grant – office supplies, textbooks, possibly laptops, classroom needs, etc.
- Equipment – This includes material that is tangible personal property, lasts longer than the life of the grant, and costs more than \$10,000 per item – equipment for training purposes, rechargeable laptop station with laptops, etc.
- Contractual Services – This would include products or services procured by contract. Subaward budgets also belong in this category – exam fees if purchased with a contract, seats in a virtual program, etc.
- Consultant (Professional Services) – This would include curriculum designers or other types of consultants.
- Occupancy (Rent & Utilities) – This would include rent and utility payments with apportionment in relation to the grant activities usage.
- Telecommunications – This could include cell phone plans or internet plans.
- Training & Education – This includes training for employees – conference fees, certification fees, exam fees as part of professional development, etc.
- Miscellaneous Costs – This includes all other allowable costs not covered in the other categories – tuition reimbursement, stipends, gas cards, etc.

Section #3

Indirect Cost Rate

To charge indirect costs to a grant, the applicant organization must have an annually negotiated indirect cost rate agreement (NICRA) in order to utilize the de minimis rate or waive the ability to request indirect costs. If an organization requests indirect costs, the rate should be indicated in the GATA Budget document in Section A – ICI.

Federally Negotiated Rate - Organizations that receive direct federal funding may have an indirect cost rate that was negotiated with the Federal Cognizant Agency. ICCB will accept the federally negotiated rate.

State Negotiated Rate - The organization may negotiate an indirect cost rate with the State of Illinois if they do not have a Federally Negotiated Rate. The proposal must be submitted to the State of Illinois within 90 days of the notice of award.

De Minimis Rate - An organization that has never received a Federally Negotiated Rate may elect a De Minimis rate of 15% of modified total direct cost (MTDC). Once established, the De Minimis rate may be used indefinitely. The State of Illinois must verify the calculation of the MTDS annually in order to accept the De Minimis rate.

If an applicant organization has a Negotiated Indirect Cost Rate Agreement, this rate must be used. An applicant organization with NICRA cannot choose to utilize a de minimis rate. Even if an indirect cost rate is selected, grantees are not required to budget for indirect costs

Unallowable Expenses

- International travel
- Construction
- Research
- Complete duplication of previous grant activities – see required application template for explanation of last year's activities.
- Grant recipients must adhere to the Grant Accountability Transparency Act (GATA) unless otherwise permitted.
- Do not use Grant Exclusive line in the budget document.

Section #3

Cost Sharing or Matching

No cost sharing or matching is required as a part of this grant.

Budget Modification

Discretionary budget transfers between budget categories are capped at \$50,000 and limited to 10% of the award. Stated another way, if the budget change from the approved budget is greater than \$50,000 between budget categories or the amount of the increase to any budget category is over 10% of the award, then a budget modification is required. Categories not included in the original budget (null or zero-dollar budget categories) can't be modified without a budget modification.

Discretionary budget transfers allow for some flexibility in how funds are used within the approved budget. However, the approved budget itself cannot be altered without a formal budget modification. Discretionary revisions are not to be accrued thus, each potential iteration of the budget would be compared to the approved budget to determine if a budget modification is necessary. In other words, the "base line" for reviewing the need for a budget modification is always the latest or current approved budget.

ICCB will provide instructions for seeking budget modification approval. The deadline for budget modification requests is 60 days before the end of the award term. Budget modification reviews may take up to 30 days for ICCB to complete.

Budget Modification Process

During the fiscal year, IBT Grantees may need to make adjustments to their grant budgets.

If a project needs major adjustments in funding, then the ICCB must review and approve those changes. All budget modifications must be made and approved prior to major adjustments/expenditures.

To request a budget modification, follow the steps within AmpliFund.

NOTE: The ICCB has up to 30 days to approve budget modifications. Please be patient as we work through our processes

Section #3

Scope of Work Modifications

If a grantee determines that a change in scope of work is necessary, please follow these steps in AmpliFund to let ICCB staff know and approve.

1. Determine changes within the scope of work – across the remaining quarters and how the new activities will impact the budget and performance measures.
2. Confirm with ICCB staff that the changes are allowable with the IBT grant via an email that includes both a rational and justification for the proposed changes.
3. Update the Performance Measures Chart with necessary changes.
4. Complete the standard Budget Modification form. Be sure to include budget changes at the top and explanation of the budget changes at the bottom.
5. Upload the Budget Modification chart and the Performance Measures chart in AmpliFund under the Budget Amendment process.

At that point, ICCB staff will review both forms and upon approval, let the grantee know they can move forward with the detailed changes. *The 30-day approval period applies here as well.*

Section #4

Funding & Requirements

Grant Agreements

- Uniform Grant Agreements
 - Following the announcement of allocations, the provider receives a uniform grant agreement and notice of state award that must be signed by the provider as well as the ICCB. The scope, deliverables, funding processes, and deadlines are detailed throughout the agreement. It is important that both the fiscal and programmatic contacts at the grantee be familiar with the contract language and requirements. For more guidance regarding the universal grant agreement and the Grant Accountability and Transparency Unit's (GATU) processes and forms please see
<https://www2.illinois.gov/sites/budget/pages/grantaccountability.aspx>.
- Accessing Funds
 - Funds shall be disbursed to the grantee once the executed grant agreement is filed. ICCB will request payment in full to each grantee via the Comptrollers Office. Please allow 45-60 days from the time of execution of the grant agreement to receive funds.

Use of Funds

The Illinois Community College Board has designated funds for the IBT to enhance potential success and to better prepare youth to meet the demands of the workforce while assisting them in movement along a career pathway and into community college education. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of a High School Equivalency exam or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

Section #4

Reporting

In order to comply with EDGAR guidelines and the Grant Accountability and Transparency Act (GATA), grant recipients are required to submit Quarterly Reports. Quarterly Reports are due 30 days after the end of each quarter of the current fiscal year. ICCB Staff will provide quarterly and final closeout templates to be submitted via AmpliFund.

Failure to submit reports by the due dates below can impact future funding.

Report	Period	Due Date
Quarter 1	January - March	April 30th
Quarter 2	April- June	July 30th
Quarter 3	July- September	October 30th
Quarter 4	October - December	January 30th
Quarter 5	January - March	April 30th

Funding Deadlines Reporting Requirements

- Grant funds must be obligated by March 31 of the grant year.
- Goods and products must be received by May 30, of the grant year unless written authorization extending the timeline is provided by the Grantor.
- Services must be fully delivered within the grant period.
- Grant funds must be expended by May 30 of the grant year.

Section #4

Reporting: Performance Measures

Reports for performance measures and budgetary items are due at the required reporting times.

Performance Measures **DO NOT CHANGE** from quarter to quarter, but stay the same. If performance measures need to be amended upon award, they need to be redone at the start of the grant.

Activities are NOT performance measures

Examples of performance measures

- Number of students to be enrolled
- Number of students to transition to postsecondary education or employment
- Number of students to complete
- Number of a specific target population you plan to serve, e.g., unemployed, out of school youth, returning citizens
- Number of classes to be offered
- Number of curricula to be developed
- Number of staff to be hired

Section #4

Funding Methodology— cost per participant ranges. The participant cost is your total budget divided by the total participants you plan to serve (see example below). **Only use the total amount of the budget.** Enter the program's planned cost per participant amount on the Performance Measure Chart. Cost per participant funding is designed to ensure a more balanced approach for funding. Scores must have a connection to funding via cost per participant. Additionally, as this is state funding, this method aids legislators in understanding the data and success of the programs.

EXAMPLE

Total Budget	Divided By	# of Participants	Equals	Cost per Participant
\$100,000	/	20	=	\$5,000 each

Objective 1 – Maximum cost per participant - \$4,500

This amount is based on previous cost per participant expectations and anticipated costs.

Objective 2

- **2a** – Maximum cost per participant \$4,500
 - This amount is based on previous cost per participant expectations and anticipated costs.
- **2b** – Maximum cost per participant \$4,500
 - This amount is based on previous cost per participant expectations and anticipated costs.
- **2c** – Maximum cost per participant \$5,000
 - This amount is based on apprenticeships costing \$7-8,000. However, apprenticeships are typically multiple years so for a year of an already existing apprenticeship or for the cost of starting an apprenticeship, this amount is reasonable.
- **2d** – Maximum cost per participant \$4,500
 - This amount is based on previous cost per participant expectations and anticipated costs.

Objective 3 – Maximum cost per participant \$3,500

Because this is wrap-around support, we know the costs will vary. However, we also anticipate those costs being lower if partnerships are utilized.

Objective 4 – Maximum cost per participant \$9,000

This amount is based on the average of the previous year's submission budgets for this category.

Section #4

Professional Development

Illinois Center for Specialized Professional Support (ICSPS), in coordination with the ICCB, provides direct technical assistance to all institutions implementing an IBT Grant. ICSPS works with programs to provide insight and expertise in curriculum enhancement, expanding work-based learning opportunities, and recruiting and engaging students.

Each month, there will be optional Professional Development meetings, **along with mandatory Operational meetings.**

See example of Professional Development and Operational Meetings on the next page from FY 25.

UPCOMING

Innovative Bridge & transitions Grant Meetings

Topics are subject to change based on speaker availability.

All meetings will be virtual at 10:00 AM.

February 18, 2025 - Recruitment & Retention

March 18, 2025 - Supporting Students with Disabilities

April 15, 2025 - Operational Meeting (attendance required)

May 20, 2025 - Employer Partnership

June 17, 2025 - Understanding Labor Laws

July 15, 2025 - Operational Meeting (attendance required)

August 16, 2025 - CTE Offerings

September 16, 2025 - Forum for Excellence

October 21, 2025 - Operational Meeting (attendance required)

November 18, 2025 - College Readiness

December 16, 2025 - Supporting Underserved Students

January 20, 2026 - Operational Meeting (attendance required)

February 17, 2026 - Optional Close-Out Meeting

Section #5

Closeout Requirements

Demographic Analysis

A jotform link will be shared each year to collect basic demographic data on students served via the Innovative Bridge and Transitions grant. This link will be submitted once at the end of the grant cycle for all students served. The data points that grantees will need to collect are as follows:

- Total students served
- Gender
- Disability Status
- Veteran Status
- Race/Ethnicity
- Age

Each category will need to total the number of students served in order to submit. Additionally, most sections have either an “unknown” or “did not disclose” option.

Equipment Report

As part of the closeout process, each grantee will need to submit an Equipment Report for all qualified equipment purchased with grant dollars. For the closeout report to be required, equipment must be over \$10,000 per unit. Equipment purchased with grant funds must be reported on for 3 years or until the unit cost is depreciated below the \$10,000 threshold. See the ICCB webpage for the form - <https://www.iccb.org/grant-opportunities/>

Student Success Stories

Each grantee should submit a student success story, if they worked with students as part of the grant. These stories will be used in ICCB marketing and with legislators. A template will be provided by the appropriate grant contact. Success stories should be sent to ICCB.IBT@illinois.gov. They can be submitted at any time throughout the year but no later than 60 days after the end of the grant term.

Section #5

Closeout Financial Report

If you have outstanding expenses, goods/services that have not been received, etc at the end of Q5, you must submit a final closeout Financial Report by May 30, 2026. Use the Q5 report form. When those expenses come through, you will use the same Q5 report template with the final expenses added and check the box G26 stating it is your closeout report and submit this additional template in AmpliFund. If your Q5 report wraps up your grant cycle, check the box (G26) indicating it is also your closeout report. At that point, there will be nothing else needed.

Return of Funds

If a grantee has not expensed all of their funds by the end of the grant period, they will need to return the remaining funds to the ICCB. In order to return funds to ICCB, the grantee will need to:

- Have submitted their required Quarterly Financial Reports,
- Have submitted a Closeout Financial Report or indicated that their final Quarterly Financial Report will act as their Closeout Financial Report,
- Email iccb.grantpayments@illinois.gov and include your Closeout Financial Report and the ICCB Return of Grant Funds form.

Once the Return of Funds form has been received, ICCB Grants Management staff will process the request, and contact the grantee with the necessary information to send a check returning unspent funds.

Section #6

ICCB Contact information

Emma Godwin

Assistant Director for Workforce Education

emma.godwin@illinois.gov

P: 217-558-2441

Angela Gerberding

Director for Work-Based Learning

Angela.gerberding@illinois.gov

P: 217-558-2162

For Financial Questions:

ICCB.grantpayments@illinois.gov

Springfield Office

ICCB.IBT@illinois.gov

401 East Capitol Avenue

Springfield, Illinois 62701-1711

P: 217-785-0123

F: 217-524-4981

To be added to the Listserv or
remove contacts from the Listserv please contact ICCB.IBT@illinois.gov
The Listserv will provide important information about the IBT Grant.

Appendix

Objective 1 Resources:

Create new or greatly expand bridge or ICAPS programming, which shall include contextualized basic reading, math, and language skills, occupational competencies, and employability skills.

IET/ICAPS: <https://www.icapsillinois.com/> - Provides multiple resources about building, implementing, and maintaining ICAPS.

What is an ICAPS vs. Bridge?: <https://www.youtube.com/watch?v=XOCPdEs7vjE&t=1s> - Provides an overview of the differences between Adult Education Bridges and ICAPS.

Summer Bridge Program Research:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_summerbridge_071916.pdf - Provides an overview of the function and structure of summer bridge programs.

ICSPS Special Populations: <https://icsps.illinoissstate.edu/equity/special-pops> - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF> (Being updated)

IL Worknet: <https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx> - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.

Workforce GPS: <https://www.workforcegps.org/> - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Objective 2 Resources:

Implement programs that provide seamless transitions from high school to college or between postsecondary institutions.

Objective 2a Resources-Curriculum alignment between secondary and postsecondary institutions, curriculum alignment and articulation efforts between postsecondary institutions.

Objective 2b Resources-Dual credit programming, CTE program of study development and implementation, or college and career pathway endorsement activities.

ICCB CTE Webpage: <https://www2.iccb.org/cte/> - go to the "Programs of Study" tab at the top for more detailed information.

- **Objective 2c Resources**-Pre-apprenticeship to apprenticeship partnerships and implementation
 - IL Worknet: <https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx> - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.
 - Workforce GPS: <https://www.workforcegps.org/> - Technical assistance website designed to aid workforce professionals, educators, and business leaders.
 - <https://apprenticeshipsforamerica.org/>

Appendix

Objective 2d Resources-Out-of-School Youth Career Activities: program is specifically aimed at helping out-of-school youth (ages 16-24) to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career training activities.

IET/ICAPS: <https://www.icapsillinois.com/> - Provides multiple resources about building, implementing, and maintaining ICAPS.

Out-of-School Youth Career Activities: <https://www2.iccb.org/iccb/wp-content/pdfs/adulted/esltp/fy2024/IBT%20Out%20of%20School%20Youth%20Career%20Activities.pdf> – Provides sample program design for Out-of-School Youth Career Activities program <https://www.isbe.net/Documents/Work-Based-Learning-Manual.pdf> - ISBE's manual with ideas and descriptions of Work-Based Learning Activities. While based on K-12 information, topics can be transferred to any level.

<https://www.bls.gov/k12/students/careers/career-exploration.htm> - Provides information about various careers with details about pay, employment rates, details of daily operations, etc.

Objective 3 Resources:

Utilize transitions/wrap- around services which provide students with the information and assistance they need to equitably access and persist along their career pathway.

ICSPS Equity Resources: <https://icspis.illinoisstate.edu/equity/equity-resources> -Provides multiple resources around disabilities, accessibility, and mental health.

ICSPS Special Populations: <https://icspis.illinoisstate.edu/equity/special-pops> - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

ICSPS Support for Trauma-informed Education in Post-Secondary Systems (STEPS)-
https://icspis.illinoisstate.edu/images/pdfs/Equity/Check_In_Progress_Meter-Support_for_Implementation_of_Trauma_4.29.21.pdf - Provides guidance on the implementation of trauma-informed education in the classroom.

Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF>
(Being updated)

ILWorknet: <https://www.illinoisworknet.com/ApprenticeshipIL/Pages/default.aspx> - Provides a detailed description, and additional resources, for apprenticeship structures in Illinois.

Workforce GPS: <https://www.workforcegps.org/> - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Appendix

Objective 4 Resources:

Create comprehensive programming for individuals with disabilities that provides vocational, psychological counseling, transitional and educational services, and job placement activities for them to live and work independently in the community.

Autism Training and Technical Assistance: <https://autismcollegeandcareer.com/>

ICSPS Special Populations: <https://icspis.illinoisstate.edu/equity/special-pops> - Provides detailed descriptions of the various special populations such as low-income, non-traditional fields, disabilities, etc.

Career Pathways Dictionary: <https://www.isbe.net/Documents/IL-Career-Pathways-Dictionary.PDF> (Being updated)

ICSPS Support for Trauma-informed Education in Post-Secondary Systems (STEPS)-

https://icspis.illinoisstate.edu/images/pdfs/Equity/Check_In_Progress_Meter-Support_for_Implementation_of_Trauma_4.29.21.pdf - Provides detailed guidance on the implementation of trauma-informed education in the classroom.

ICSPS Equity through Website Accessibility-

https://icspis.illinoisstate.edu/images/Equity/Equity_Through_Website_Accessibility.pdf.pdf - Provides guidance on promoting equity to individuals with disabilities through website accessibility.

Workforce Equity Initiative (WEI): <https://www.illinoiswei.org/> - Provides an overview of the WEI model in Illinois.

Workforce GPS: <https://www.workforcegps.org/> - Technical assistance website designed to aid workforce professionals, educators, and business leaders.

Appendix

Key Definitions

Apprenticeship - An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.

Bridge Programming - Bridge programs prepare adults with limited academic or basic skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand middle-and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

Required elements include:

Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge

Career development that includes career exploration, career planning within a career area, and understanding the world of work

transitions services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services like transportation and childcare.

ICAPS (Models 1 & 2) - The Integrated Career & Academic Preparation System (ICAPS) is a quality instructional framework in Illinois for the implementation of Integrated Education and Training (IET) programs, as defined by Workforce Innovation and Opportunity Act (WIOA). ICAPS provides an accelerated pathway to an industry-recognized credential through training partnerships— such as Career and Technical Education or an approved training provider- to serve adult education students, including English Language Learners, at the same time that they are completing their Illinois High School Diploma and/or improving their English Language. Instruction and training are supplemented by support courses, comprehensive student support services, and augmented by collaborative teaching practices between workforce training instructors and basic skills instructors.

Appendix

Key Definitions, cont.

Required ICAPS (Model 1 & 2) elements include:

Adult Education classwork

Workplace Preparation

Workforce Training

Pre-Apprenticeship - A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all the following:

Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the apprenticeship.

Access to educational and career counseling, and other supportive services as needed by participants.

Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework.

Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship or Non-Registered Apprenticeship program and may receive preference for enrollment.

Registered Apprenticeship - An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL, which includes the five required components: 1) Business Involvement; 2) Structured On-the-Job Training; 3) Related Instruction; 4) Rewards for Skill Gains; and 5) Industry Credentials.

Transitions Programming/Wrap-Around Services – Services in conjunction with partners that provide students with the information and assistance they need to successfully navigate the process of transitions to and through postsecondary education and training. Services may include academic advising, navigators, tutoring, study skills, coaching, and referrals to individual support services like transportation and childcare.

