



IETs and GED® Completions

A Showcase of Collaboration



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Illinois Community College Board



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Who's in the room?

Administrator / Coordinator
State-level Staff
PD Professional
Testing Staff

Support Staff
GED® Instructor
IET Instructor/Staff
Other

What Brought You Here Today?

Your Goals

What do you want to take away from today's discussion?

How are you implementing Integrated Education and Training Programs?

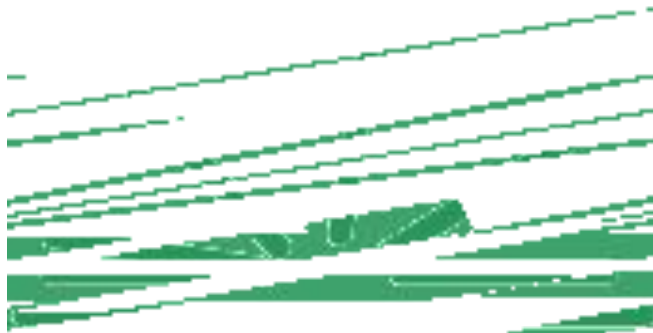
Our Goals

Showcase replicable best practices for IET and GED® completions in Illinois

Provide resources and ideas to support your practices in helping students achieve their goals



Overview of Integrated Education & Training (IET) Programs in IL



IETs in Illinois

What's our focus?

- IETs align with the Workforce Innovation and Opportunity Act
- IETs help us improve the talent pipeline
- IETs prepare people for sustainable careers
- IETs provide a path to credential attainment

IETs in Illinois

In Illinois, IETs are called ICAPS

Brief overview

Diversity of IETs approved across all sectors, in response to local labor market demand

Required Components of ICAPS (co-enrollment)

- Adult Education (support course)
- Workplace Preparation
- Workforce Training
- Collaborative Teaching (IL specific)

Support from ICCB and the IL PD Network for ICAPS

- Transitions Academy
- ICAPS website
- ICAPS VLC and Office Hours

In Demand IET Career Clusters in Illinois



Health Science



Manufacturing



Information Technology



Transportation,
Distribution, Logistics



Education and Training



Entrepreneurship

Challenges & Solutions



Challenges with IETs

- Marketing and filling classes in smaller, rural areas
- Collaborative teaching (challenges related to certification requirements, college culture, etc.)
- Forming partnerships between CBOs and colleges
- Illinois has around 70 programs with different needs and different communities, etc. - determining which IETs to offer and getting them off the ground can be tricky

In Demand IET Career Clusters in Illinois



Health Science



Manufacturing



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Transportation,
Distribution, Logistics



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Entrepreneurship

Bridges to IETs



Contextualized Bridges

www.excellenceinadulthood.org

Bridge classes are pipelines to IETs and are dual focused for ABE/ASE/ESL and ICAPS preparation.

Teaching career awareness/readiness is applicable to all students, in every type of class.

Bridge curricula have ESL standards and supports, plus ABE standards.

- Career Pathways
- Entrepreneurship
- Healthcare
- Instructional Technology
- Manufacturing
- TDL



ICCB Statewide Contextualized Curricula

Curricula Ready for You!

Bridge Curricula

www.excellenceinadulthood.org
Resources tab

Contextualized Instruction Works!

CONTEXT
CONTEXT
CONTEXT

Contextualized Learning Works

Contextualized learning allows GED prep and ICAPS to go hand in hand.

Learning in context enhances **learning, motivation, and engagement.**

Community Health Worker
ICAPS at University of Illinois
Chicago AE program

- **Use bridges and IETs to make a pathway that offers students their “WHY”**

IET Support Course + GED® Skills = Success!

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, educators should note that the High Impact Indicators are not more important than the rest of the indicators. Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have...
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<ul style="list-style-type: none"> • located a single, discrete event or plot point in texts. • identified chronological and non-chronological sequences of events within texts. • described the progression from one event to the next in a text. • re-ordered events presented in non-chronological order in texts into chronological order. • re-ordered events provided in chronological order texts into a different order (e.g. cause-and-effect, etc.) in order to determine the text's meaning.

High Impact Indicators

Foundational skills on the GED® that can be applied in multiple contexts

Success Stories



Success Stories



R.O.E. #33



IL Department of
Corrections



Joliet Junior College



After leaving high school as a teen mother, Rocio found renewed purpose through her Waubonsee Community College HSE class, Healthcare Bridge, and Phlebotomy ICAPS program. **While enrolled in ICAPS class, Rocio successfully completed her GED® requirements and earned her Illinois High School Diploma.**

These programs gave her the motivation and structure she needed to stay focused and succeed. Rocio is preparing for a phlebotomy job interview and is proud to show her children the value of perseverance and education.

Her journey shows the power of ICAPS to support students in achieving both academic milestones and career-ready credentials at the same time.



After facing educational disruption during the COVID-19 pandemic and personal challenges with chronic pain, Angel returned to school in early 2025 with a renewed sense of determination. In just over two months, he completed his GED®, earning high scores and rebuilding his confidence in learning. Through Waubonsee's Adult Education Bridge to Education class, Angel not only gained academic momentum but also discovered a passion for working with young learners.

His completion of the ICAPS Paraprofessional classes deepened his understanding and strengthened his commitment to becoming not just a paraprofessional, but eventually a fully licensed teacher. With support from WIOA and adult education advisors, Angel is actively interviewing for paraprofessional positions.



In August 2024, Shane made a commitment to finally earn his High School Equivalency, and he followed through. Despite facing serious health challenges, he never allowed obstacles to derail his progress. With the support of Waubonsee Community College advisors and WIOA resources, **Shane enrolled in the Manufacturing Bridge program and earned his GED® while actively participating in a Welding ICAPS program where he earned his AWS welding certification.**

Though math was a particular challenge, his persistence and the strong sense of community he found at Waubonsee helped him stay the course. Now, Shane has plans to continue his education, pursue additional welding certifications, and work toward a bachelor's degree.



Resources to Share



IET Resources

<https://www.icapsillinois.com/>

ICAPS website

Toolkit / collaborative
teaching section

Teacher videos

<https://docs.google.com/document/d/1QH aJhhYYAn38vKHgegtpl4FrnlyL67AfscDm o4m5FJ8/edit?usp=sharing>

Goals Chart for ICAPS
Support Course Teacher -
Student Goals

*This could be adapted
from a Google Form,
interviews, Flipgrid, etc.

<https://docs.google.com/document/d/1IB0PxpOXxDq5gFIXOomSiXRsUP DUmx8VDFeHjY8A0L8/edit?usp=sharing>

Useful template for
teachers to track
completions of GED[®]
tests, Constitution,
waivers, etc.

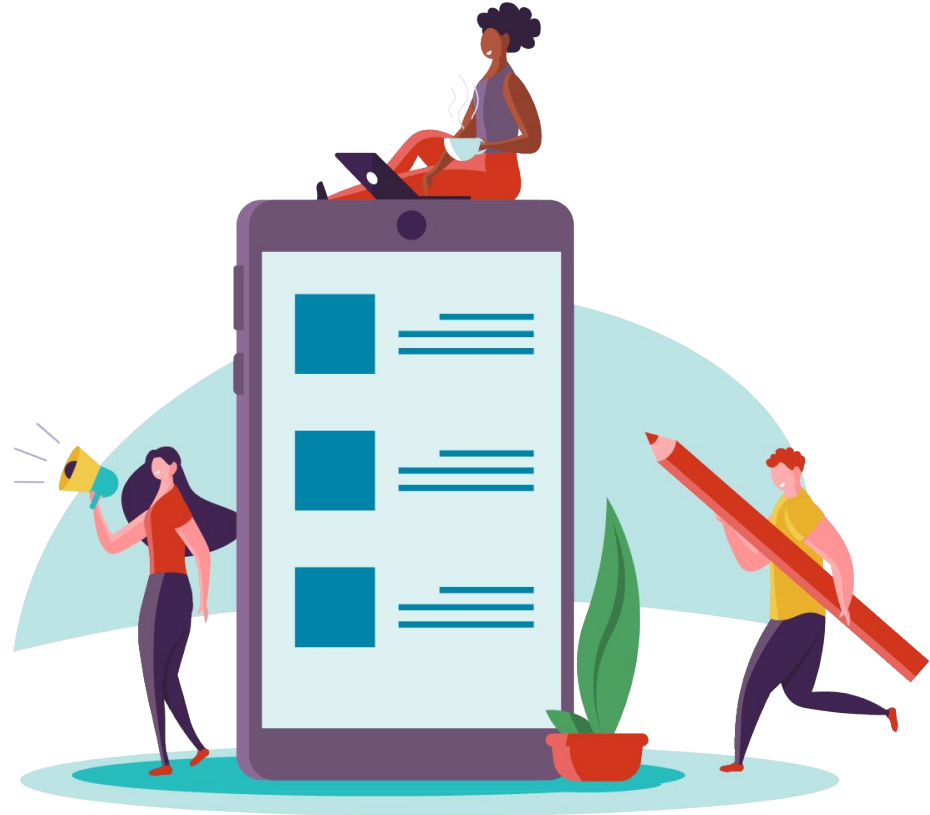
IET Resources & Support

- Initial Design and Planning Support
- Ongoing Technical Assistance



Session Survey

Your feedback is important. Please scan the QR code below to rate this session.



Thank you!

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