

**Adult Education
Bridge Programs in Illinois
Project Profiles 2011-2012**

Profiles for implementation sites funded from 2011 to 2012:

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Asian Human Services

Early Childhood Education Bridge Program

Course Description: The course is based on ESL content standards, and the curriculum aligned to help students to move to college credit level courses upon completion of their GED. The course is run as cohort with open enrollment until the third week. The course is repeated over three terms per year, with slight changes each term to engage students who attend more than one term. While taking the bridge course, the students may also in an intermediate Pre-GED class and a computer skills course.

Leadership Team:

- Director of LEAF Program
- Adult Education Manager
- Bridge Instructor

Partner(s):

- Truman College (one of the City Colleges of Chicago)
- A local library
- Local elementary schools
- Northside Community Based Organizations (CBOs)

Program Specifics:

- The class meets 3 days per week, 4 hours per day for 15 weeks (average)—a total of 180 hours of instruction.

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GOALS

- Develop students' knowledge about the field of Early Childhood Education
- Increase students' fluency in written and spoken English
- Improve their academic skills so that they can enter postsecondary education without the need of remedial course work
- Helping students transition to college-level early childhood education programs, vocational training, and employment
- Prepare students

TARGET POPULATION

- Students at the high-intermediate and advanced ESL levels

CONTEXTUALIZED CURRICULUM

- The original curriculum was developed by a consultant but has been enhanced by the current instructor to include more contextualization and in-depth content and activities to achieve higher degrees of literacy.
- The curriculum consists of six units that include career development and college readiness.
- There is a strong emphasis on multiculturalism.
- Academic content is aligned with the knowledge needed to prepare for the COMPASS including an emphasis on math. Students are exposed to the career pathway concept and the multiple types of jobs within the field at various educational levels. Guidance in applying to college is included.

INSTRUCTIONAL METHODS

- Literacy instruction includes a theme-based approach where students read and discuss entire texts. The instructor selects books that are related to their life experiences and uses discussion and writing assignments to reinforce literacy and

communication skills. Learning is mostly active with paired and small group activities, presentations, and observations at the on-site childcare facility and others in the neighborhood.

ASSESSMENT

- CASAS

CAREER EXPLORATION AND DEVELOPMENT

- Career development topic and skills are taught in several of the units of instruction and through activities such as observations and guest speakers.
- Students learn how to write a resume, cover letter, and how to conduct on-line job searches.
- Students conduct research in a computer lab on different careers in early childhood education, and the related educational options at Truman College and elsewhere.

TRANSITION SUPPORT SERVICES

- Childcare is provided on site
- Staff work with students individually to help their transition to college
- Personal counseling is provided on site
- Students are provided with all the materials they need

CHALLENGES

- The physical space and number of classrooms are not large enough to serve the increasing numbers of students.

WHAT'S WORKING

- Committed leadership
- Highly qualified instructor
- Cohort enrollment model
- Innovative, culturally inclusive, contextualized curriculum.
- Students are applying classroom learning to their own parenting
- Collaboration among all partners
- The full-time instructor is highly experienced in adult education (ESL, ABE, adult literacy), and holds a master's degree in Literacy Education.

Danville Area Community College Healthcare Bridge Program

Course Description: The course is run as a cohort with managed enrollment. This course is a single course aligned with CNA program courses.

Leadership Team:

Director of Adult Education
Two instructors in CNA

Partner(s):

- CNA Advisory Committee
- Associate Degree Nursing Program at the college

Program Specifics:

- The class meets 4 days per week, 2 hours per day for 12 weeks – a total of 96 hours of instruction.

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GOALS

- To increase students' awareness of health careers, with an emphasis on nursing

TARGET POPULATION

- Students with an 8.0 grade level equivalence and above in reading
- Students who indicate interest in health careers

CONTEXTUALIZED CURRICULUM

- Director of Adult Education and a CNA instructor developed the curriculum.
- The curriculum covers medical terminology, body systems, career exploration within the nursing profession

INSTRUCTIONAL METHODS

- Lecture
- Discussion
- Guest speakers
- Tours of nursing homes
- Group projects

ASSESSMENT

- TABE

CAREER EXPLORATION AND DEVELOPMENT

- Determine students' work values
- Complete career interest inventories

- Internal and external partners speak to students about related careers in health

TRANSITION SUPPORT SERVICES

- All students have access to a personal counselor.
- Support service staff in Adult Education makes a referral outside the college if necessary.

CHALLENGES

- Getting students who are interested in health careers.
- Students would benefit from a better orientation program.

WHAT'S WORKING

- Collaboration with college departments
- The CNA advisory team is made up of instructors and representatives from healthcare agencies and the college's nursing department

Illinois Central College

Manufacturing Bridge Program

Course Description: The course is run as a cohort with managed enrollment. The bridge is a single course, and the students are allowed to enroll in college credit courses while they take the bridge course.

Leadership Team:

Local manufacturing employers
Dean of Public Services and Community Outreach
Career Center staff
Two bridge instructors

Partner(s):

- Specialized Manufacturing Group
- Advanced Technology Services
- Excel Foundry
- WIA
- Developmental Education Bridge Program
- Career Center
- Testing Center

Program Specifics:

- The class meets 4 days per week, 3 hours per day over 14 weeks—a total of 168 hours of instruction.

Contact(s):

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GOALS

- Prepare students to move to entry-level work in manufacturing and/or to enter credit-instruction (i.e., CNC machining).
- Pilot the ICCB manufacturing bridge curriculum

TARGET POPULATION

- Students whose grade level equivalency is 6.0 and above in reading and math

CONTEXTUALIZED CURRICULUM

- Teaching is shared by two experienced instructors in adult education along with a staff person from the career center who teach along their areas of expertise: computer literacy; GED contextualized to manufacturing; and career exploration and job search skills.
- Content is mostly based on the ICCB manufacturing curriculum
- The instructors supplemented curriculum with other material and information

INSTRUCTIONAL METHODS

- Guest speakers
- Tours of area manufacturing facilities
- On-line instruction via Black Board
- Supplemental online instruction using i-Pathways
- Technology skill demonstration and practice
- Small group instruction

- Whole group discussion
- Traditional lecture
- Short essay assignments to reflect on field trip experiences

ASSESSMENT

- TABE
- COMPASS

CAREER EXPLORATION AND DEVELOPMENT

- On-line career assessment
- Field trips
- Guest speakers
- Mock interviews with feedback from manufacturing human resource professionals
- Resume preparation

TRANSITION SUPPORT SERVICES

- College tour
- Transportation assistance
- College transition information provided

CHALLENGES

- Short time to design and to implement the program

WHAT'S WORKING

- Qualified instructors
- Strong collaboration among college partners
- Strong external partnership with area manufacturing group

John A. Logan College

Hospitality and Tourism Bridge Program

Course Description: The course is run as cohort with managed enrollment. The bridge is a single course, and the curriculum is focused on providing basic knowledge and skills of Hospitality and Tourism Career Cluster with pre-GED instruction.

Leadership Team:

- Associate Dean of Adult Basic & Secondary Education
- Director of Adult Basic Education
- Center for Business and Industry at the college

Partner(s):

- Local employers
- Advisory Board consisting of local businesses
- The Chamber of Commerce

Program Specifics:

- The class met 4 days per week, 3 hours per day over 8 weeks – a total of 90 hours of instruction.

Contact(s):

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GOALS

- Assist students to prepare for enrollment in college to obtain a Customer Service certificate. The year-long certificate program counts as college credit.
- Assist students to prepare for transition into employment.

TARGET POPULATION

- Students with a grade level equivalence of 6.0 and above in reading

CONTEXTUALIZED CURRICULUM

- One staff member with 20-years' experience in Adult Education and a Master's degree in Workforce Education, developed the curriculum.
- Curriculum development included review of a similar program developed in Kansas City.
- Local hotel, retail, and restaurant owners and the Chamber of Commerce were surveyed to identify job skills required for employment.

INSTRUCTIONAL METHODS

- Multiple learning styles are addressed
- Lecture
- Hands-on learning activities
- Videos
- Field trips
- Guest speakers
- Group work
- Computer-based instruction

ASSESSMENT

- TABE

CAREER EXPLORATION AND DEVELOPMENT

- Instructors, guest speakers, and a counselor provide career related information.
- Students conduct research on available jobs
- Students set long- and short-term goals

TRANSITION SUPPORT SERVICES

- Assistance in transitioning to postsecondary education.
- Students identify their barriers and establish the strategies to overcome them.
- Transportation/ gas card is provided.
- Child care assistance is provided.
- A network of resources was built for students.

CHALLENGES

- Rural college location and limited public transportation causes a challenge to retention. Sustaining this service without this grant will not be possible.
- Short time to advertise the bridge program. Advertisement in a local newspaper and on local radio stations was possible. The most successful method of recruitment as a result of this challenge was through students who were currently attending adult education classes.
- Childcare. Child Care Resource and Referral (CCR&R) unexpectedly lost sufficient funding to assist with child care services to students enrolled in the bridge class. Monies were reallocated within the grant to support these services. In the event that future CCR&R funding is unavailable, providing child care assistance will not be possible.

WHAT'S WORKING

- Funding available for transportation in the form of gas cards, transit passes, and cab fare has allowed a majority of students to attend class regularly.
- Funding for child care services for students has allowed students to attend class regularly.

Lake Land Community College Manufacturing Bridge Program

Course Description: The course is designed as a single course to move students directly into credit-bearing coursework, and to prepare students to take and pass the GED exam. The manufacturing bridge program will offer contextualized instruction and application to students preparing for GED completion. Students will be preparing for transition into post-secondary education while they prepare for and maintain employment in manufacturing facilities.

Leadership Team:

Adult Education Transition Coordinator
Adult Education Advisor
Associate Vice President of Workforce Development
Perkins Program Coordinator
Director of AEFL
Local Industry Training Specialist

Partner(s):

- Local manufacturers: Hydro Gear, Agri-Fab
- Manufacturing Advisory Group
- Center for Business & Industry
- Workforce Development
- Perkins Program Coordinator
- CTE Division Chair

Program Specifics:

- The class meets 2 days a week, 2.5 hours per day, for 8 weeks-- a total of 40 instructional hours.
- 100% of the students are incumbent workers.
- The employers pay the students for the hours they are in the bridge course.

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GOALS

- Transition students to postsecondary education
- Increase students' job quality and earnings potential
- Prepare students for GED credential
- Data collection for program and college assimilation

TARGET POPULATION

- Students whose grade level equivalent is 6.0 and above in reading
- Students with a high school diploma or equivalency

CONTEXTUALIZED CURRICULUM

- Contextualizes fundamental applied technology and manufacturing skills and knowledge with reading and math
- Includes current workplace knowledge relevant to the content area, such as the government's minimum wage policy
- Focuses on fundamental applied technology
- Class environment promotes work ethics, basic safety and world of work awareness.

INSTRUCTIONAL METHODS

- Hands-on activities
- Incorporate examples to include calculating average production and hourly wage, fractional measurement, reading safety regulations from the workplace
- Co-instruction with Hydro Gear Training Specialist

ASSESSMENT

- TABE
- Manufacturing specific mathematical competency
- Career narratives

CAREER EXPLORATION AND DEVELOPMENT

- Includes exploration into various occupations within the manufacturing career cluster
- Students complete an individual career plan.
- Development of postsecondary program of study and career pathway
- Students participated in a job fair on campus which is held once a semester
- Career Center conducted career assessments

TRANSITION SUPPORT SERVICES

- Academic advising
- Tutoring
- Study skills
- Coaching
- Financial aid advising/assistance
- Introduction to the college
- Transportation
- Personal counseling or contact with other providers

CHALLENGES

- The college did not have sufficient time to market the program due to late notification of the award

WHAT'S WORKING

- Partnership with local manufacturers
- Collaboration with college departments
- Regional Office of Education set a GED testing date specifically for the Bridge course students.

Prairie State College

Manufacturing Bridge Program

Course Description: The course prepares students to take the GED® Exam while preparing for entry-level employment or post-secondary training in the manufacturing field. Students receive instruction, guidance, and support as they increase reading, writing, math, and technology skills; explore manufacturing careers, job requirements and employer expectations for employment; conduct job searches, write resumes, and complete applications; and develop interviewing and workplace communication skills.

Leadership Team:

Dean of Adult Education
ABE/ASE Coordinator
Adjunct Faculty
Case worker
Transition Specialist

Partner(s):

- Internal Partnership
 - Manufacturing Technology Administration and Faculty
 - Corporate & Continuing Professional Education Administration
- External partnership
 - Avatar Corporation
 - Component Tool Corporation

Program Specifics:

The bridge students have the opportunity to enroll in credit courses at the college while at the same time attending the Bridge to Manufacturing course.

- The course is offered 4 days a week, 3 hours a day over 14 weeks – a total of 168 instructional hours
- Student Orientation that includes Interview/Questionnaire, Goal-setting, Self-assessment skill inventories, a Student contract, Contextualized instruction in five content areas, Career Development and Exploration/Job Search Skills, Postsecondary and/or certificate programs, Intensive preparation for the GED® Exam

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GOALS

- To prepare students to enter a post-secondary training program in manufacturing while preparing for the GED® Exam
- To acclimate students to the process of postsecondary/certificate procedures and/or opportunities
- To introduce or build students' skills with technology
- To broaden students' individual career interests and goals as well as to expose them to a variety of pathways available within the industry
- To develop students' knowledge in employment expectations and considerations

TARGET POPULATION

- Students with a grade level equivalency of 8.0 and above in reading; 7.0 and above in math
- Students who demonstrate an interest in manufacturing through the orientation/screening process

CONTEXTUALIZED CURRICULUM

- Multiple instructors share teaching responsibility

- Curriculum contextualizes manufacturing terminology and content while preparing students to improve skills in the five content areas covered on the GED® Exam
- Improve students' understanding of the manufacturing industry including career opportunities and job expectations/requirements for employment
- Assist students in understanding college-related services and programs to assist in transition to postsecondary coursework

INSTRUCTIONAL METHODS

- Traditional lecture
- Hands-on activities in math and science
- On-line research in a computer-lab
- Presentations
- Small group activities
- Field trip to manufacturing workplaces

ASSESSMENT

- Test of Adult Basic Education (TABE)
- Interview
- Application
- Writing sample

CAREER EXPLORATION AND DEVELOPMENT

- Resume preparation, soft skills, email etiquette, mock interviews, goal-setting, career interest inventories, and time management

TRANSITION SUPPORT SERVICES

- A transition specialist is dedicated to assisting bridge students in setting goals as well as acclimating them to the wide variety of services within the college
- A caseworker is dedicated to providing bridge students support through community referrals as well as transportation assistance based on need
- A student service specialist is dedicated to coordinating industry related field trips as well as assisting bridge students with the GED® application process

CHALLENGES

- Student recruitment and retention
- Short time between notification of grant and implementation of the program
- Instructors' knowledge in the manufacturing industry
- Students' knowledge in the manufacturing industry
- Large amount of content covered within 14 weeks

WHAT'S WORKING

- Positive development of relationships between adult education and college administration
- Increased understanding of programs among adult education and college credit/certificate programs
- Successful educational partnerships with industry
- Multi-teacher approach in various content/skill areas increase/maintain student interest
- Additional hands-on instructional materials reinforce key math/science concepts
- Field trips increase student retention
- Support services assist in overcoming barriers
- Technology and career development opportunities increase interest in various college related pathways
- Transition services increase exposure to postsecondary procedures and college related activities
- Field trips support learning goals

Southwestern Illinois Community College Healthcare Bridge Program

Course Description The bridge program consists of three courses (separate titles and course numbers) that are blended together. The course is run as cohort with managed enrollment.

Leadership Team:

- Director of Adult Basic Education
- Dean of Allied Health
- Instructors

Partner(s):

- Allied Health Department
- Allied Health Advisory Committee
- Career Services
- Counseling
- Enrollment Services
- Local hospitals

Program Specifics:

- The first bridge program was offered 4 days per week, almost 3 hours per day, over 12 weeks for a total of 140 instructional hours; the second time it was offered 5 days a week 3 ½ hours a day over 8 weeks for a total of 140 instructional hours.
- Students earn 8 hours of nontransferable credit.
- All adult students have free access to diverse services provided by the college

Contact(s):

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GOALS

- Transitioning students to credit instruction

TARGET POPULATION

- Students with a grade level equivalence of 9.0 and above in reading and 6.0 and above in math

CONTEXTUALIZED CURRICULUM

- Faculty revised healthcare curriculum provided by the state.
- Curriculum is divided into three courses: the first focuses on GED prep, the second on college knowledge and academic skills related to health care, and the third focuses on career exploration and development.

- The curriculum is aligned with the healthcare pathway at the college.

INSTRUCTIONAL METHODS

- Student-centered
- Problem-based learning
- Paired work
- Group projects
- Student presentations
- Use of authentic materials
- Technology-assisted instruction
- Guest speakers

ASSESSMENT

- Tests of Adult Basic Education (TABE)

CAREER EXPLORATION AND DEVELOPMENT

- Each week focuses on different programs of study in the Health Science Career Cluster
- Guest speakers (i.e. allied health, radiology)
- Field trips to hospitals
- Videos of the health care environment
- Self-directed research on careers and interest inventories conducted in Career Center

TRANSITION SUPPORT SERVICES

- Adult Transition Coordinator
- Personal and academic counseling
- Books and supplies
- Childcare
- Transportation assistance

CHALLENGES

- Many students' math skill levels are much lower than their reading skill levels
- Difficulty in recruiting students who will commit to the time involved
- Finding academically rigorous, contextualized materials to teach GED (particularly math) and healthcare

WHAT'S WORKING

- Students' improved computer literacy
- Job portfolio assignment
- Students' self-esteem and computer literacy are improved

Waubonsee Community College Healthcare Bridge Program

Course Description: The course is run as a cohort with managed enrollment. The bridge program consists of two aligned courses. The students do not earn credit for the course.

Leadership Team:

- Dean for Adult Education
- Adult Education Manger
- Academic Specialist
- Two instructors

Partner(s):

- Healthcare Department at the College
 - Area healthcare institutions
- **Program Specifics:** The course meets four days per week, 3 ½ hours per day over 16 weeks for a total of 224 hours of instruction.

Contact(s):

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GOALS

- To pilot the ICCB’s healthcare curriculum

TARGET POPULATION

- Students with a grade level equivalence of 6.0 and above in reading

CONTEXTUALIZED CURRICULUM

- Curriculum provided by ICCB
- Two instructors; each teach two days a week.
- ESL instructor teaches science and math; ABE instructor teaches soft skills

INSTRUCTIONAL METHODS

- Traditional lecture
- Small group activities
- Student presentations
- Hands’-on learning
- Guest speakers

ASSESSMENT

- TABE
- Interview
- Brief questionnaire

CAREER EXPLORATION AND DEVELOPMENT

- Field trip to health care facilities

TRANSITION SUPPORT SERVICES

- One-on-one mentoring
- Friday Math group
- Support services divided among three staff

CHALLENGES

- Part-time faculty hours are limited; affects their availability to teach the bridge course.
- Getting students to come to class
- Transitioning students to further education

WHAT'S WORKING

- One-on-one mentoring
- Additional help in Math (Friday Math group)
- Rewarding students' attendance

