

# Adult Education Bridge Programs in Illinois Project Profiles



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# Bridge Programs in Illinois

## Project Profiles

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

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June, 2011



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This publication was prepared pursuant to a grant from the Illinois Community College Board and printed by the Authority of the State of Illinois, February, 2011 (ICCB Grant Agreement Number AE WIA 11).

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## Acknowledgements

Staff of the Office of Community College Research and Leadership (OCCRL) thanks the Illinois Community College Board for its support of Bridge development, implementation, and evaluation in Illinois. Lavon Nelson, Shifting Gears Project Lead, Jennifer Foster, Brian Durham, Jennifer Timmons, Karen Hunter-Anderson and Elaine Johnson have been consistently strong supporters of this work, and we appreciate their commitment. We also appreciate the support from the Department of Commerce and Economic Opportunity, namely Robert Sheets, Julio Rodriguez and Lisa Jones. The Shifting Gears initiative which inspired Bridge programming in Illinois has been expertly guided by Whitney Smith, Manager of the Employment Program at the Joyce Foundation to whom we are grateful. The Illinois Shifting Gears team also includes dedicated staff from Women Employed, the Chicago Jobs Council, Chicago Workforce Board, the Sargent Shriver National Center on Poverty Law, and Policy Planning Partners. Finally, we especially recognize the dedication and enthusiasm of educators, activists, community-based organizations and administrators who develop and implement Bridge programs and whose work is devoted to improving the educational opportunities and economic outlook for adult Bridge students in Illinois.

### Recommended Citation:

Office of Community College Research and Leadership. (2011, June). *Adult education bridge programs in Illinois: Project profiles*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

***Profiles for implementation sites funded from 2009 to 2010:***

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College of Lake County Adult Education Health Care Bridge ..... 6

Elgin Community College Health Care Bridge ..... 8

Jewish Vocational Service Health Care Bridge ..... 10

Kaskaskia College Health Care Bridge ..... 12

Lewis and Clark Community College Bridge to Health Sciences ..... 14

Pui Tak Center Health Care Bridge ..... 16

Rock Valley College Transportation, Distribution & Logistics (TDL) Bridge ..... 18

Shawnee Community College Health Care Bridge ..... 20

Township High School District 214 Community Education Bridge to Technical Trades ..... 22

Triton College Pre-Health Careers Academy ..... 24

***Profiles for implementation sites funded from 2010 to 2011:***

---

Black Hawk College Pre-Health Care Bridge ..... 26

Heartland Community College ESL Bridge to Health Services ..... 28

Kishwaukee College Health Care Bridge ..... 30

Parkland College Health Care Bridge ..... 32

William Rainey Harper College Health Care Bridge ..... 34

# College of Lake County

## Adult Education Health Care Bridge

**Course Description:** The course takes place over 16 weeks and is designed to enable students to pass the GED through a contextualized curriculum centered on health care.

### Leadership Team:

- Associate Dean of Biological Health Sciences
- Director of Career Resource Center
- Full time faculty in adult education.
- Dean of Adult Basic Education, GED and ESL

**Partner(s):** An advisory group involved in course development, mentoring and contextualized learning. The group was composed of the Biological Health Sciences Advisory committee.

### Program Specifics:

- Multiple instructors
- 20 hours/week, 9am to 3pm
- Connects ESL standards to GED standards
- Course context
  - intensive GED skills building classes
  - workplace communication
  - introduction to allied health field and relevant vocabulary
  - professional on the job training and workplace safety
  - job search skills
  - post-secondary academic preparation skills and computer training
  - post-secondary enrollment continuation
- Upon successful completion, students will transition to a 3 credit hour, 8 week college credit course about health care professions.

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## GOALS

- Establish a contextualized curriculum focused on basic skills needed in the Allied Health field
- Prepare students to enter a career certificate program in the health field after successful completion of GED
- Students will be equipped with necessary knowledge to select a specialty to pursue

## TARGET POPULATION

- Students scoring 7.9 and above on TABE
- Native English speakers and Upper intermediate ESL students
- Students enrolled in high school completion classes
- Students on public assistance
- Students attempting to enroll in entry level allied health and not meeting minimum scores
- WIA clients

## CONTEXTUALIZED CURRICULUM

- Purpose
  - Introduce students eligible for adult education and speakers of English as a second language to employment opportunities in Allied Health
  - Improve basic skills needed required for employment in the Allied Health industry
  - Emphasize teaching basic computer skills
- Curriculum design
  - Blends workforce competencies, computer proficiency, career exploration, basic literacy and mathematics skills
  - Builds interpersonal skill development in an Allied Health context
  - Provides training at times and places convenient to the participants and the workplace
  - Aligns Adult education curriculum with entry level requirements for career certificates

## INSTRUCTIONAL METHODS

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- Prepare students to search, apply on line, compose resumes, prepare cover letters, in preparation to interview for jobs
- Uses Allied Health materials from relevant workplaces to familiarize students with content
- Structures learning through the use of projects involving complex thinking, technical, social, and literacy skills as they are used in the day-to-day operations of a Allied Health professional
- Aligns instruction to the skills necessary to take the GED exam and other multiple choice exams needed to enroll in college
- Established a cohort system that had the same group of students enrolled in all of the same courses

### Core Components:

- Intensive GED skills building classes in the content areas of reading, writing, mathematics
- Job readiness for the allied health field
- College level class on careers in health field offered by bio health sciences
- Strong interpersonal relationships and team problem solving
- Information sessions at beginning of year
- Mock interviews

## ASSESSMENT

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- Tests of Adult Basic Education (TABE)
- Combined English Language Skills Assessment (CELSA)
- ACCUPLACER®

## CAREER EXPLORATION AND DEVELOPMENT

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- Tours of hospitals and allied health classes
- Health care professionals are frequently utilized as guest speakers
- Upon completion of their GED students may enroll in a 8 week health care course.
- “A Day in the Life of”...contains information about careers in the health care field.
- Become proficient in the use of computers for the purpose of documentation, e-mail, internet search.

## TRANSITION SUPPORT SERVICES

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The student recruitment and transitions coordinator, under the supervision of the Dean of adult basic education and GED is responsible for coordinating the allied health bridge classes; recruiting students; and developing marketing materials to increase students' transition into post secondary education. This position assists in identifying appropriate new areas for offering Adult Education in order to maximize program efficiency. Also this position is responsible for coordinating Adult Education with biological health sciences and the local Workforce Investment Board.

## CHALLENGES

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- Having an operations coordinator to take care of paperwork, admissions, database work and student case management
- Lack of regular funding by which programming can reliably be supported
- Too many instructional hours
  - plan to reduce to 10/hours a week
  - reduce study skills and provide more tutoring
- Case management assuring that the students are able to deal with personal barriers such as child care, transportation, etc.; this requires much time

## WHAT'S WORKING

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- Student cohort model
- Students working collaboratively
- Partnership with the college credit program leaders
- Health care community college partner attended adult education classes to observe and meet the students who would be taking the health care course.
- Consistent faculty contribution to website
- “Day in the Life of” on website – used for career development and reading comprehension – <http://www.clcillinois.edu/healthlibrary/>
- Follows the college model by utilizing multiple instructors, 50-minute class length with intensive and specialized instruction

# Elgin Community College

## Health Care Bridge

**Course Description:** Students will explore different health care professions while learning and practicing general skills that will enable them to be hired. Students will see different health care workers and students in their learning and potential work environments when they visit local health care facilities and the college's clinical facilities. The course will examine the entrance requirements for each health care program of study. Assessment and review of academic and employment skills will assist students in the design of an individual academic and career path toward their short-term and long-term goals.

### Leadership Team:

- Dean of Adult Education
- Adult Education Faculty and Administration
- Health Professions Administration and Faculty

### Partner(s):

- Sherman Hospital
- Provena Saint Joseph Hospital
- Rosewood Nursing Home

### Program Specifics:

- Instructors have significant experience and training with ESL populations; one has formal health care training
- Course co-developed by ESL faculty member and Health care Retention Specialist
- Course credit hour format:
  - 3-credit hours; 45-contact hours
  - Students are required to co-enroll in a High Intermediate-Advanced ESL or GED course
  - Scheduled during afternoon hours to allow for morning participation in other adult education courses. Field trip activities can only be scheduled during the day when health care staff are available to conduct tours
  - Students are strongly encouraged to take advantage of the Basic Computer Literacy Skills courses, as needed
- The curriculum is tailored for students functioning at the ASE level and those who test at the High Intermediate-Advanced ESL levels
- Course is also open to GED students from the Adult Education Program at School District U-46, a partner agency within the Area Planning Council

### Contact(s):

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## GOALS

- To equip adult education students with a basic understanding of the common types of health care settings where health professionals are employed, such as hospitals, skilled nursing facilities, ambulatory, care, and home health
- To assess and further develop “soft skills” needed as a health professional and employee in the health care workplace; e.g. communication, problem-solving, time management, professionalism
- To help students develop a basic knowledge of the physical and emotional demands, benefits, and responsibilities of a variety of health care professionals
- To assist students in making informed decisions regarding viable career paths
- To assess, review, and improve academic skills, including reading comprehension, math, and vocabulary building: enough in order to minimize time spent in development education

## TARGET POPULATION

- Students enrolled in the GED program (Grade Level Equivalency 9.0 and up in Reading) and Intermediate – Advanced ESL students (NRS Levels High-Intermediate-Advanced)
- Students who have demonstrated an interest in the health care professions

## CONTEXTUALIZED CURRICULUM

- There is extensive involvement from adult educators and health care instructors as well as support service providers affiliated with ECC and local hospitals and health care partners
- Course content
  - Career assessment
  - Customer service
  - Guest speakers
  - Goal-setting
  - Critical thinking
  - Role play
  - Study skills
  - Time management
  - Resources and support
  - Learning styles

- Self-assessment
  - Information and readings regarding various health care professions
  - HIPAA
  - Introduction of relevant vocabulary including health care terms, slang, and idioms
  - Core academic content (math, reading, writing) field trips to health care facilities
  - Job search, applications, resumes, and mock interviews
- Health Professions Administration and Faculty are involved in design and developing curriculum, offering instruction, and working collaboratively on future bridging opportunities with the adult education department
    - ECC administrators from the health care and adult education departments met with representatives from local health care providers to discuss the bridge proposal, brainstorm necessary content, and identify effective methods of collaboration
    - The health care providers agreed to host field trips so that students in the bridge program would get authentic observations of a clinical site
  - The curriculum is focused on the “pre-bridge” level students who will likely require additional ESL instruction or time completing the GED prior to passing placement exams into one of ECC’s health care programs

## INSTRUCTIONAL METHODS

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- An important goal for the ECC adult education staff is to provide as rigorous of an academic curriculum as possible to help students avoid developmental education. This requires strong alignment between the adult education programs and developmental education
- Instruction will be both comprehensive and contextualized to provide a meaningful introduction into the various health care professions and programs of study including but not limited to vocabulary, information about careers, etc.
- The instruction is classroom-based with instructor-led sessions that include active learning, small group learning, etc.
- Students are introduced to D2L (Desire to Learn) – an internet platform used commonly throughout ECC
- Additional faculty are paid at the substitution rate to teach one half of the class while the other participates in field trip activities with the regular instructor

## ASSESSMENT

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- Course includes a facilitated self-assessment component, wherein a self-assessment document is completed and discussed
- Smaller in-class assessments occur throughout the semester in relation to course content

- All students receive required post-testing, according to their level and instructional area

## CAREER EXPLORATION AND DEVELOPMENT

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- Curriculum includes introduction to occupations within the health care field
- Students are given opportunities to learn in the field at partnering health care facilities
- Strong connections exist between ECC health care programs and the Bridge program. Students are given a tour of the ECC facilities and an in-depth presentation on the health care degree programs offered by ECC

## TRANSITION SUPPORT SERVICES

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- Health Professions Retention Specialist was originally paid via stipend to schedule all field trip activities and conduct tours of health facilities at ECC
- The Adult Education Transitions Coordinator is a full-time position in the Adult Education division dedicated to supporting students as they make the transition to postsecondary education. Bridge students receive special attention and focus, including pro-active follow-up in subsequent semesters
- Course requires all participating students to schedule and attend a goal-setting session with the Adult Education Transitions Coordinator near the end of the semester to establish future goals

## CHALLENGES

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- The progression of students is much more modest than program staff had hoped for. Placement testing requirements for many health care programs at the college are too high for many adult education students who often need additional assistance in order to improve skills for placement testing
- Funding is lacking for adult education programs. A decision to offer a bridge course may mean that another course is not offered

## WHAT’S WORKING

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- A high level of interest has been created in the program and there is a deep commitment to integrate the program within the Adult Education portfolio
- Strong partnerships have been formed with both internal and external groups that assist students with their transition to ECC



# Jewish Vocational Service Health Care Bridge

**Course Description:** The Jewish Vocational Service (JVS) ESL Health Care Bridge program is designed to provide students with contextualized ESL instruction and guidance in preparation for further training in specific health care related fields or direct employment within the health care sector.

## **Leadership Team:**

- JVS Director of Training
- JVS Project Director
- Instructors

## **Partner(s):**

- Howard Area Community Center
- Truman College (one of the City Colleges of Chicago), Adult Education Department

## **Program Specifics:**

- Course hours
  - Total 80 – 96 classroom hours (4hrs/day, 2day/week for 10-12 weeks)
- List of 25 or more competencies prioritized based on results of interviews conducted with Adult Education and health care professionals during the needs analysis and taught in order of established priorities
  - The competencies provide an outline of the course materials.

## **Contact(s):**

Esther Kogan, Manager  
JVS Workplace Education  
6526 N. California  
Chicago, IL 60645  
Phone: (773) 743-5638  
Email: EstherKogan@jvschicago.org

## **GOALS**

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- To offer an Intermediate ESL bridge program that will introduce adult learners with limited English language skills to the health care sector by providing a contextualized, competency-based curriculum
- To improve students' basic skills as they transition from adult education to:
  - Health care specific training and certification, i.e. Home Health Aide, Pharmacy Technician or CNA
  - Postsecondary education
  - Economic self-sufficiency through employment in health care specific jobs
- To develop a best practice, competency-based curriculum that includes speaking, listening, reading, writing, basic computer skills, vocational and study skills contextualized to the health care sector and designed for NRS Low and High Intermediate ESL levels
- To develop strategies to track students' progress as they transition from bridge programming, into further training or employment

## **TARGET POPULATION**

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- Students at Intermediate ESL levels who have expressed an interest in employment in the health care sector
- Students who did not score high enough on entry tests to enter health care training, i.e. Home Health Aide, CNA
- Refugee & immigrant populations with health care careers in their former country

## **CONTEXTUALIZED CURRICULUM**

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- Contextualized curriculum developed with input from health care professionals and specialists in adult education
- The curriculum incorporates very basic health care concepts, study and job search skills, occupational-specific vocabulary, language usage and idioms, grammar and pronunciation points, reading/writing objectives, and some basic math and math-related English. Individual courses are customized based on the student population with sensitivity to cultural, social and educational differences

## **INSTRUCTIONAL METHODS**

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- Students participate in active, contextualized learning that incorporate many hands-on activities, small group strategies and other methods to engage students in their learning

- Guest speakers are frequently invited to share real life experiences in the health care field
- Field trips to health care related workplace settings engage students in the program
- Students are provided opportunities to attend workshops that offer access to health care sector supervisors and employees

## ASSESSMENT

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- All students are assessed using ICCB approved assessment tools. Pre and post tests are administered at appropriate intervals as prescribed by ICCB
- Pre- and post-tests based on the specific health care competencies are administered to measure student progress and to provide guidance in planning curriculum revisions

## CAREER EXPLORATION AND DEVELOPMENT

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- Students are given exposure to basic computer skills required for advanced training in the health care field and for conducting a successful job search
- Health care job search and information-gathering activities provide authentic practical supplements to the classroom learning
- JVS will conduct workshops to introduce students to “Gateway to Careers,” a newly developed website, providing access tools, resources and job leads for job seekers in the health care field. Within the website, students can access the Job Seekers Guide that provides tools for career development

## TRANSITION SUPPORT SERVICES

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- JVS Program Manager was responsible for initial recruitment and retention materials; these responsibilities broadened to include the bridge instructor and staff at other locations associated with JVS as new cohorts were introduced
- The program includes various strategies that assist Intermediate level adult ESL students to successfully transition to advanced education, training or employment
- The orientation process is designed to clearly outline expectations and projected outcomes and to avoid the loss of potential students due to inadequate information
  - All former and current students are invited to attend monthly activities related to career exploration and job search
  - JVS staff provides students guidance to JVS health care career trainings and assists with career planning and development
  - JVS staff works with a Truman College transition specialist to provide guidance to Truman health care career trainings
  - Representatives from Continuing Education, the Academic Credit program and Financial Aid inform students about programs and services available to them at Truman College

- Howard Area Community Center provides childcare assistance and classroom space as needed
- Advanced bridge course leads to study in college credit courses through Incentive Program which allows eligible ESL and GED students to take tuition-free credit courses

## CHALLENGES

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- Limited resources available at the appropriate ESL levels in terms of materials, tools, etc. for bridge students
- The wide range of student interests and abilities in the classes present challenges to the instructor
- Defining and marketing the program as a contextualized ESL program
- The relationship between JVS and Truman is growing but the separate systems have the potential to create challenges for students as they attempt to navigate between the two systems
- Assisting students as they overcome personal barriers to transition to additional training
- Funding, childcare and the need for immediate employment remain fundamental barriers to success

## WHAT'S WORKING

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- JVS has long and deep relationships in Chicago neighborhoods which affords the agency significant credibility
- Partnership between JVS and Howard Area Community Center and other local CBOs has deepened and flourished with the adult health care bridge. JVS and Truman College partnership has provided students with enhanced services, such as early registration in the Advanced ESL Health care Bridge Class
- The adaptability of the curriculum to student needs, interests and cultural background allows for customized coursework
- Templates were developed for student consultation, goal-setting and frequent progress checks, which increase one-on-one contact with students and better address individual needs
  - JVS uses ICCB's DAISI database for tracking attendance, participation, and goal achievement
  - JVS has also developed methods to effectively and efficiently track students' progress as they transition to other activities
- The teaching style of the program instructor presents an active, learner-centered classroom
- The additional support and guidance provided by the instructor encourages students to maintain connections to the program staff and to participate in additional career development workshops
- Web-based template for posting success stories provides potential students a connection to program

# Kaskaskia College Health Care Bridge

**Course Description:** The Kaskaskia College Bridge program is designed to provide students with relevant training in the health care field in order to best provide students with an opportunity for maximum success as they move towards completion of their GED and prepare to enter the collegiate level.

## Leadership Team:

- Director of Adult Education and Literacy
- Adult Education Recruitment/Retention Specialist
- Assistant Director, Adult Education Program
- Dean of Nursing, Kaskaskia College
- External Curriculum Consultant

## Partner(s):

- Local WIA Groups
- Local ROE's
- St. Mary's Hospital

## Program Specifics:

- Broad Program Components
  - Adult Education and literacy
  - Career assessment and computer literacy
  - Soft skills and workplace ethnics
  - College and workplace readiness
- Open-entry/open-exit model
  - Daytime section: Monday through Thursday: 10:00 am to 1:00 p.m.
  - Evening section: Tuesday through Thursday: 5:30 p.m. to 8:30 p.m.

## Contact(s):

Lisa Atkins  
Kaskaskia College  
27210 College Rd.  
Centralia, IL 62801  
Phone: (618) 545-3110  
Email: latkins@kaskaskia.edu

## GOALS

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- To provide remedial, contextualized adult education services to individuals who desire current or future employment within the health care industry

## TARGET POPULATION

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- Adult Education students who test at a minimum of a 6.0 grade level equivalency in the areas of Math and Reading through utilization of the TABE tests
  - Upon enrollment, the program utilizes its own requirements and national licensure regulations to determine if they will be employable in the health care industry

## CONTEXTUALIZED CURRICULUM

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- KC staff conducted advisory meetings, inviting various area health care providers to provide input
- Adult Education staff and program instructors conducted online research for curriculum resources, textbooks, including consulting with the KC Dean of Nursing
- External curriculum consultant reviewed and revised curriculum after it was developed by the KC staff

## INSTRUCTIONAL METHODS

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There are beginning, intermediate, and advanced levels for each of the six modules

- The core components of each learning module consist of learning competencies related to one or more of the following core concepts associated with the health care industry:
  - Understanding health care systems, personal qualities of health care workers, vital signs, specialized care, soft skills and workplace ethics, career pathways in health care, safety and sanitation in health care, medical terminology, anatomy and physiology, and with health care technology

## ASSESSMENT

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- TABE
- Students take a pre- and post-test for each learning module; upon completion, students earn a certificate

## CAREER EXPLORATION AND DEVELOPMENT

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- Services are provided from Workforce Development partners, Kaskaskia College's TANF Job Club Coordinator, and the Kaskaskia College Career Service Specialist
- Regular "Sneak Preview" visits to health care clinics in the spring
- Services are available for students to seek job placement after they complete the program

## TRANSITION SUPPORT SERVICES

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- GED Scholarship
  - Upon obtaining their GED credential, students have opportunity to continue at Kaskaskia with a GED Scholarship paying tuition and fees for 48 credit hours at the college
- Mentoring and tutoring services are provided by KC
- Support Services are provided by program staff with some services considered to be the responsibility of the instructor
- Transportation assistance is available for day bridge class

## CHALLENGES

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- Recruiting students for this new program has proven difficult; November and December were not ideal times to recruit students for a new program
- Funding and other relevant factors make it difficult to help students in need of transportation and childcare
- Due to a restriction on class time, it is difficult to deliver the entire curriculum
- There is a high level of ambiguity regarding the appropriation to fund future bridge programs
- There was turnover with the Transition Coordinator position, so students did not have full benefit of this position

## WHAT'S WORKING

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- There are successful relationships being built with local employers which allow for "Sneak Preview" trips which provide students with important exposure to their prospective career path
- The program is successfully using health care textbooks to better engage students in the content
- The use of certificates signifying module completion which demonstrates student growth and progress

# Lewis and Clark Community College

## Bridge to Health Sciences

**Course Description:** The Lewis and Clark Community College Bridge to Health Sciences is designed to provide students with in-depth training in reading, writing, math and career development, contextualized in the health care field in order to maximize student's success and provide opportunities as they move towards completion of their GED and prepare to enter college.

### Leadership Team:

- Vice President of Academic Affairs and Member of Alton Memorial Hospital Foundation Board
- Dean of Mathematics, Science and Tech
- Dean of Liberal Arts
- Dean of Health Sciences
- Director of Adult Education
- Director of Academic Affairs Operations
- Director of Academic Advisement and Assessment
- Program Coordinator, Adult Education
- Adult Education Counselor
- Division Assistant, Adult Education
- Manager, Workforce Development

### Partner(s):

- Program Coordinators, L&C Health Science programs (internal)
- Math Faculty members
- Adult Education instructors

### Program Specifics:

All content is contextualized within the health sciences

- Reading and study skills – 4 50 minute sessions (or any combination equalling 4 credit hrs)
- Math is offered for 5 contact hours per week – 3 lecture, 2 lab – offered 3 or 4 days per week (4 credit hours)
- Career Development is 3 credit hours – offered 1 or 2 days per week
- Writing is 3 credit hours – offered 1 or 2 days per week

### Contact(s):

Valorie Harris, Director of Adult Education  
Lewis & Clark Community College  
5800 Godfrey Road  
Godfrey, IL 62035  
Phone: (618) 468-4100  
Email: vharris@lc.edu

## GOALS

- To implement Bridge to Health Sciences so that students will be prepared to meet entrance requirements for L&C HS programs
- Development of contextualized curricula that integrates basic reading, math, terminology, and language skills within the health science career framework
- Provision of adequate support service and transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education to occupational programs or employment

## TARGET POPULATION

- Students in Adult Secondary Education (9.0 GLE and above)
- Students in Adult Basic Education (6.0 – 8.9 grade level equivalence) with other positive factors

## CONTEXTUALIZED CURRICULUM

The curricula was developed by committee – led by the Adult Education Program Coordinator. This committee included adult education instructors (who were experts in reading and writing), a math faculty member and all program coordinators from the Health Science programs. The committee modified the courses, adding the health sciences context and created day-by-day activities to meet the course objectives.

## INSTRUCTIONAL METHODS

- Reading – Focus of the session was on medical vocabulary review, including items from vocabulary list to be encountered in upcoming math instruction. Instructors actively engaged students individually asking questions, and by asking students to answer chapter review questions which were homework assignments
  - Instructor supported critical thinking by asking students to think about strategies to deal with an issue that could arise in a clinical setting.
  - Instructional materials and technology included the textbox, vocabulary list and whiteboard. On other days they used computers to do the review and study questions

- Math – Focus on medication labels and dosage interpretation, including drug-specific conversions using examples of actual drug labels. Students were required to demonstrate independent mastery in homework assignments. Math also has a lab component with hands-on projects
- Career and self-exploration – Uses assigned readings from “Career Fitness” for first 35 minutes, followed by class discussion. This book is coupled with assessments, resume preparation, mock interviews, an assignment to identify the student’s top five career choices, and speakers
- Writing – Uses “English Skills” by John Langdon, which provides “a more organized approach to grammar.” Also contextualized writing assignments based on readings from the health sciences context

## ASSESSMENT

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- The TABE test is used to assist in placing students in appropriate courses
- Career and self-exploration classes use Myers-Briggs as well as an interest inventory and learning styles assessments. Furthermore this class uses student resumes, mock interviews and cover letters to assess student learning.
- Students take the ACCUPLACER®. L&C transitioned to using the COMPASS® placement exam in the spring of 2011
- A separate math assessment exam is used. A math exit exam is also conducted to insure that students have the skills needed
- Students take a pre- and post-test for each learning module; upon completion, students earn a certificate

## CAREER EXPLORATION AND DEVELOPMENT

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- Career and self-exploration course is part of the curriculum
- Students were provided with a grid which provided the requirements for each of the L&C health care programs

## TRANSITION SUPPORT SERVICES

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- Students were assigned a counselor from the adult education program
- The counselor provides students with the means to overcome barriers they may encounter such as child care, financial constraints, transportation, and family/relationship problems
- Efforts are being made to provide all students with the same academic counselor when they transition to the college level courses.

## CHALLENGES

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- It was a struggle to connect to the WIA program in an effective way
- Due to delays in grant approvals, it proved difficult to recruit many students. This also resulted in delays to get the specific health care courses approved
- There have been significant efforts to move toward a planning rather than a reactive culture in responding to state grants
- The program coordinators plan to revisit the curriculum, because the students progressed through the material at a much faster pace than what was envisioned. There is also a desire to ensure that everything is aligned in a much more effective way to enhance student learning
- Determining the ideal frequency for each course offering, as some were offered once, others twice, others four times per week
- Replicating the desired staffing model - this is a labor-intensive process, which is expensive to replicate on a larger scale. It also requires staff members who are qualified at the same level as faculty who teach the developmental education courses

## WHAT’S WORKING

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- A learning community emerged naturally as the students bonded with one another.
- The instructors made a point of spending time with the students as a group in order to get constructive feedback
- Students mentioned the following features and components as being especially helpful or valued:
  - Sense of community that was built with other students
  - High quality instructors
  - Orientation to the program and school environment
  - Instruction centered on health care vocabulary
  - Curriculum for teaching math
  - Contextualized curriculum of the bridge that successfully prepared one for college work
- The faculty cited the following reasons for success:
  - The staffing model: there were weekly meetings attended by all faculty and counselors to discuss each student’s progress as well as any problems that required intervention
  - Students received credit including a grade which appears on their college transcript. Students were thus held to higher expectations on the part of instructors as a result of the implications this carried
  - Students who complete the bridge gain access to college credit math instruction without the need for further placement testing in math



# Pui Tak Center Health Care Bridge

**Course Description:** The Pui Tak Health Care Bridge program is designed to provide students with in-depth training in the health care field in order to maximize student's success and provide opportunities as they move towards completion of their GED and prepare to enter the collegiate level.

## Leadership Team:

- Adult ESL Administrator
- CNA Program Coordinator, Malcolm X College

## Partner(s):

- Malcolm X College's Associate Degree in Applied Science-Career Program
- Chinese American Service League
- St. Agnes Health care and Rehabilitation Center
- Mercy Hospital and Medical Center

## Program Specifics:

- "Introduction to Health Care" (total 50-contact hours)
  - 8:15-10:00 Monday-Thursday
- Duration of instruction: Three 7-week terms over a 6 month period

## Contact(s):

Nicky Chan  
Pui Tak Center  
2217 S. Wentworth Avenue  
Chicago, IL 60616  
Phone: (312) 328-1188  
Email: nickychan@puitak.org

## GOALS

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- To implement the bridge program developed in FY 2009 that prepares ESL students to enter vocational training program and employment in the health care field

## TARGET POPULATION

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- Intermediate and advanced level ESL students who are interested in occupational training that will lead to employment within the health care field

## CONTEXTUALIZED CURRICULUM

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- The core components of the program included Contextualized instruction; Career development; College Admission Preparation, Partnership; and Transition services
- Worked with Malcolm X College's CNA program
- Collected information from partners including training programs (enrollment requirements and health care-specific vocabulary), other community-based providers, employers (job description and health care-specific vocabulary) as well as administrative codes (minimum requirements for certified nursing aide, etc.)
- Involved students and partners in the program design and curriculum development process to ensure that the content is relevant, accurate and taught in the proper sequence. This was accomplished by using surveys and interviews with students and partners to gather curriculum information and to identify areas of interest

## INSTRUCTIONAL METHODS

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- Primary method is classroom instruction with a focus on engaging students in active learning in areas such as English speaking, listening, reading, and writing
- Lessons are contextualized to the health care profession
- Techniques such as "Ask the Doc" and "Roundtables" successfully engaged the students in the curriculum in an in-depth and meaningful way
- Performance skills such as practicing and demonstrating some common care skill are considered essential aspects of the curriculum

- The program made field trips that were relevant to the students learning – two field trips during the third term – one to visit a nursing home or hospital and one to visit Malcolm X College
- The Bridge program offered a way for students to work on nursing skills, learn more about American culture, and improve their English which led to more opportunities for employment

## ASSESSMENT

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- BEST
- Formative assessments became an important way for instructors to measure progress
- Preparation for COMPASS® assessments became critical aspect of the curriculum

## CAREER EXPLORATION AND DEVELOPMENT

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- The career development framework was adapted from The Center on Education and Work (CEW) at University of Wisconsin which focused on preparing students for workforce and career readiness
- The model has six components with three major activities. The six components are:
  1. Knowledge of World-of-Work
  2. Knowledge of Self
  3. Occupational Information
  4. Make Decisions
  5. Plan Your Career
  6. Implement Plan
- The three major activities are:
  1. Bridge Class and Transition Services
  2. Career Exploration Workshops
  3. Individualized Employment Plan

## TRANSITION SUPPORT SERVICES

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- Student services manager and transition coordinator is responsible for providing individual support through information sharing and referrals. Furthermore, there are tutors available at Pui Tak on Tuesday and Saturday
- Child care and elder care are needs of some students, and the transition coordinator attempts to assist in finding support
- Speakers talk with the students about issues such as financial aid which can be complex
- The coordinator has mid-term and final interviews with students to connect and assist students in receiving the information they need to be successful
  - Transition coordinator is key, however the position is costly and the program is not sure about the positions future

- Individual support is necessary because students come from a variety of backgrounds. Many have degrees from China but do not have the proper U.S. high school credentials
- The coordinator is working with students to build their skills in taking assessment tests. Students are familiar with ESL standardized assessment but some are not prepared for the College placement test

## CHALLENGES

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- Program needs to develop specific guidelines to effectively screen for the program
- Desire from the curriculum coordinators to widen beyond offering the CNA program
- There is a short amount of time to recruit students for the program
- Would like to set-up a student resource center but do not have the space available at this time
- Need to work on alignment of curriculum to prevent students from having to take development coursework when they transition to college level coursework such as providing more opportunities to work on writing
- Getting students to class and enabling them to participate in supplemental program and workshops has proven to be quite difficult as many have obligations outside of class such as child and elder care

## WHAT'S WORKING

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- There has been a successful development of strong relationships with educational partners and health care providers
  - They have allowed students to come on site so they may experience first-hand how the health care field works
- Transition services are proving effective as each student will have 3 interviews by the time they're done. In the beginning they establish their goals, in the mid-term they are asked to evaluate if their goals have changed. Lastly, in the exit interview, students will have taken the COMPASS® college placement exam so counselors know who might need some extra work and can arrange for this assistance
- A primary advantage of being a Community Based Organization is that they are in touch with the local community
- Program has proven effective in providing ESL instruction with a career cluster focused on building student skills in needed areas
- Students liked the time to talk and practice their English by working on listening, reading, and speaking skills



# Rock Valley College

## Transportation, Distribution & Logistics (TDL)

### Bridge

**Course Description:** The Adult Education TDL Bridge Program helps students increase basic reading, writing, math, and computer skill levels while developing an increased understanding of the TDL industry. TDL related career opportunities are explored, as well as job requirements and employer expectations for TDL employment. An introduction to college-related services and programs assists students in transitioning into further education.

#### Leadership Team:

- Director, Adult Education & Literacy, Rock Valley College
- Transitions Coordinator, Adult Education & Literacy, Rock Valley College
- TDL Professionals
- Student services professionals within the college

#### Partner(s):

- General Mills
- BONTON
- Syncreon US Automotive
- United Parcel Service
- TDL Professionals
- Student services professionals within the college

#### Program Specifics:

The class meets 16 hours each week (4 hours per day, 4 days per week)

- Four basic elements to the curriculum
  - ABE - reading, writing, math, and computer skills
  - College Transitioning Skills
  - Job-specific skills to TDL
  - Employment skills
  - Week by week template for sequence of materials

#### Contact(s):

Diana Barthelman, Director Adult Education & Literacy  
Amanda Elyas, Transitions Coordinator  
Rock Valley College  
4151 Samuelson Road  
Rockford, IL 61109-3272  
Phone: (815) 921-2002, (815) 921-2009  
Email: d.barthelman@rockvalleycollege.edu  
a.elyas@rockvalleycollege.edu

## GOALS

- To improve students' basic skills in reading, writing and math through contextualized instruction
- To gain a deep understanding of the students' individual career interests and goals and to expose them to the variety of careers available within the TDL industry
- To successfully transition students into TDL employment, as well as the next levels of adult education coursework and eventually related postsecondary coursework

## TARGET POPULATION

- Reading comprehension level 6.0–8.9
- ESL students at the intermediate level or above

## CONTEXTUALIZED CURRICULUM

- Lessons were developed by ABE and ESL instructors, as well as TDL professionals, using materials from:
  - GCF LearnFree.org – an online program that provides learning opportunities to assist in improving their technology, literacy, and math skills
  - Florida Works Career Building Skills Program – aimed to address the employment training needs of adults and youth with low literacy skills and limited work experience
- Pre-GED Prep
  - Increase students' basic reading, writing, math, and computer skill levels through formative testing structure
  - Improve students' understanding of the TDL industry including career opportunities and job requirements for TDL employment
  - Gain an understanding of college-related services and programs to assist in transition to further education
- Competencies
  - Listening, speaking, reading, writing, math, computer skills, college transition proficiencies, social and interpersonal, employee information and expectations, health and safety, equipment use, and employment skills

## INSTRUCTIONAL METHODS

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- Instructors use a variety of methods including, but not limited to lecture, guest speakers/consultants, hands-on equipment training, online activities and group projects
- The daily focus is on math, reading, and career development within the curriculum
- Successful incorporation of technology into daily instruction

## ASSESSMENT

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- TABE
- BEST for ESL students
- WorkKeys
- ACCUPLACER®

## CAREER EXPLORATION AND DEVELOPMENT

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- Students are provided an overview of the TDL industry and participate in a tour of a TDL facility
- Students complete career interest surveys
- Students complete a TDL Career Express goal setting worksheet to help guide their time in the Bridge program

## TRANSITION SUPPORT SERVICES

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- Weekly meetings for progress checks, both as a class and individually
- Community referrals for child care and assistance for ex-offenders
- The Transition Coordinator has been very flexible in working with students – in person, on the phone or as a whole class
  - Students set long-term and short-term educational and career goals

## CHALLENGES

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- The quality of the relationship with industry partners has changed with the economy.
  - When the bridge was developed, unemployment was 15-18% and there was a strong interest from partners

- Since then, unemployment has risen and some contacts at partner companies were no longer employed, leaving no replacement
- Several potential students attempted to enter the program with criminal backgrounds
  - Now there is a screening questionnaire and interview
- It has been difficult to find instructors qualified to teach this population
  - Existing instructors are mostly employed part-time and can only contribute so much
- Small staff is overloaded as a result of funding cuts that have led to staff layoffs and terminations
- We must work more with partners for recruitment such as the Department of Human Services and the Workforce Connection to help with referrals for the program
- More emphasis on setting goals early on in the program
- Need to improve the contextualization of the curriculum
- Faculty need more training on transition services and how to effectively provide support
- Although there is need for a full-time Transitions Coordinator, current funding levels only support a part-time position

## WHAT'S WORKING

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- A strong relationship exists between the college and the TDL industry partners
- Students involved in the program are dedicated and interested in TDL, which significantly helps with retention
- Students work with with the Transitions Coordinator weekly on goal setting and more
  - The Transition Coordinator has developed action steps and these are revisited during the mid-term and at the end of the class to ensure students are successful

# Shawnee Community College Health Care Bridge

**Course Description:** The Shawnee Community College Health Care Bridge program is designed to provide students with relevant entry-level training in the health care field in order to best provide students with opportunities to maximize their success as they move towards the completion of their GED; the program takes on even more importance as they prepare to enter the collegiate level.

## Leadership Team:

- Dean of Adult Education
- Program coordinator
- SCC Vice President of Instruction
- SCC Alternative High School Coordinator
- SCC Director of Financial Aid
- SCC Director of Nursing

## Partner(s):

- Two Rivers Ministry
- Alexander and Pulaski County Department of Human Services
- SIUE Professional Development Center
- SCC Health Care Advisory Group
- Illinois WorkNet Center
- Cache Valley Assisted Living
- Cairo/ Egyptian/ Vienna/ Massac County/ Anna-Jonesboro Community High Schools

## Program Specifics:

- The program lasts for 16 weeks,
- Tuesday, Wednesday, Thursday: 8am-12pm
- Each student has an ICP which enables them to set goals based on initial assessments.

## Contact(s):

James Darden  
Shawnee Community College  
8364 Shawnee College Rd.  
Ullin, IL 62992  
Phone: (618) 634-3325  
Email: Jamesda@shawneecc.edu

## GOALS

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- To help students make a successful transition to advanced education, training, and entry into the health care field without the need for remedial course work

## TARGET POPULATION

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- TABE requirement of 6.0-8.9 in Reading and Math or High Beginning ESL
- Originally targeted 9.0 and above (but ended up taking students below that level)

## CONTEXTUALIZED CURRICULUM

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- The efforts to develop the curriculum included visiting Southeast Arkansas College as well as partnering with SIUE Professional Development Center
- Developers consulted with SCC Director of Nursing, SCC Vice President of Instruction, and SCC Alternative High School Supervisor in order to create and align the curriculum outline
- The bridge instructor used the curriculum outline to develop detailed lessons, create course schedules, partner visits, and identify textbooks
- The curriculum was broken down into six primary modules: orientation, basic contextual academic skills, college exploration, basic employability, health care technical skills (CPR), and career experience
- Students in the Bridge program take a field trip to the main SCC campus with their instructor where they receive a tour of the WIA office, a nursing classroom and lab, library, financial aid office, admissions and career center

## INSTRUCTIONAL METHODS

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- There was a balance between structured group instruction and individualized instruction
- Class time was structured as a four hour block, broken down into fifty-minute segments in order to best replicate the college experience
- Contextualization of the curriculum is considered to be the most effective method to engage students
- It is a primary responsibility of the instructor to nurture a positive learning community

## ASSESSMENT

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- TABE

## CAREER EXPLORATION AND DEVELOPMENT

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- Partners are invited to be guest speakers on various topics relevant to the needs of the students such as dressing professionally, time management, client relations, ethical decisions and problem solving, HIPPA laws, as well as to provide information on the organization that they represent
- Job shadowing program available to provide students with exposure to available career options
- Upon completion of the program, students receive a job readiness certificate

## TRANSITION SUPPORT SERVICES

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- The bridge coordinator serves as the primary contact for students with the assistance of the instructor as needed
- Transportation assistance
- Child care support
- Academic transition services include but are not limited to tutoring, counseling, FAFSA assistance, and guidance with the COMPASS® and Asset Test

## CHALLENGES

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- There was a lack of community knowledge on the concept of bridge programming which contributed to recruitment challenges
- Retaining students for the duration of the program
- Partner engagement dropped off after the curriculum was developed
- It is not known if funding will be available for the long term continuation of bridge programs
- Transportation and child care proved to be difficult factors for some students to overcome, regardless of college's efforts
- There was not enough time for the entire curriculum to be delivered

## WHAT'S WORKING

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- The in-depth and aligned structure of the curriculum modules served to benefit student learning
- Students were frequently exposed to guest speakers and had many opportunities to shadow persons who work in their potential jobs
- CPR module was well-received by students
- SCC visit and tour proved to be essential for keeping students engaged within the program

# Township High School District 214 Community Education Bridge to Technical Trades

**Course Description:** The Township High School District 214 Community Education Bridge to Technical Trades program is designed to provide students with relevant entry-level knowledge necessary for careers in the manufacturing field.

## **Leadership Team:**

- Manager, Adult Education & Family Literacy program, District 214 Community Education
- Dean, Academic Enrichment and Language Studies (AE/LS), William Rainey Harper College
- AED Co-Chair AE/LS Division, William Rainey Harper College
- Technology/GED-i Head Instructor & Transitions Coordinator/Counselor, District 214 Community Education Adult Education & Family Literacy program
- 2 Curriculum Developers – AE/ESL Instructors

## **Partner(s):**

- William Rainey Harper College
- Illinois WorkNet Center
- Representatives of companies in the manufacturing sector

## **Program Specifics:**

- Student Orientation Process:
  - Goal-setting
  - Self-assessment skill inventories
  - Learner contract
  - Job search needs questionnaire
- Contextualized instruction in:
  - Math & Measurements
  - Manufacturing Vocabulary and Language Skills
  - Career Exploration & Job Search Skills
  - Learning Skills
- 9:00-12:00 Tuesdays and Thursdays for 9 weeks
- Students may take GED and/or ESL coursework as needed.

## **Contact(s):**

Rhonda J. Serafin  
Township High School District 214  
2121 S. Goebbert Road  
Arlington Heights, IL 60005  
Phone: (847) 718-7719  
Email: rhonda.serafin@d214.org

## **GOALS**

- Develop a comprehensive plan to create a strong adult education “bridge to career pathways in manufacturing” program
- Identify and develop best practices approach for the delivery of instruction
- Contribute to a well-organized, formal career path system in the State of Illinois that produces a highly skilled and capable workforce

## **TARGET POPULATION**

- Adults 16 years and older who:
  - Have reading and math levels at or above the 6th grade level through pre-college level or
  - English language proficiency at or above the intermediate ESL level
  - May or may not have a high school credential
  - May or may not be an incumbent worker

## **CONTEXTUALIZED CURRICULUM**

- Developed as collaboration between District 214, and William Rainey Harper College, and industry partners
- Writing of curriculum designed to accelerate advancement along career pathways in manufacturing through short-term, intensive classroom components
- Contributions of authentic work-related documents from business partners
- Current manufacturing topics such as “going green” and “lean manufacturing”

## INSTRUCTIONAL METHODS

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Best instructional practices included:

- Learner-centered instruction
- Participatory approach
- Critical thinking skill development
- STAR reading strategies
- Positive, supportive classroom environment
- Teacher-created contextualized lessons and Internet activities

## ASSESSMENT

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- TABE Forms 9 and 10, pre- and post-testing
- Writing Sample, pre and post

## CAREER EXPLORATION AND DEVELOPMENT

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- Job-seeking skills such as resume writing and interviewing were practiced extensively
- Work Train from the WorkKeys program was utilized
- Students researched pathways in the manufacturing career cluster

## TRANSITION SUPPORT SERVICES

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- Students met regularly with the Transitions Coordinator/Counselor in order to:
  - Update individualized Bridge Career Plans
  - Receive advising regarding their chosen career pathway
  - Discuss barriers to attendance, if any, and seek the counselor's assistance
  - Receive assistance in finding financial aid

## CHALLENGES

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- Student recruitment and retention
- Limited resources and personnel to meet individual student needs for effective transitions
- Finding creative ways to maximize relationships with professional partners
- Adjusting curricula to meet individual student needs
- Hiring qualified faculty to teach the Bridge curricula
- Professional development of faculty on lesson contextualization

## WHAT'S WORKING

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- There are meaningful partnerships with Harper College, Illinois WorkNet, and area libraries
- District 214 facilities allowed for students to have significant access to technology
- The role of the Transitions Coordinator/Counselor was invaluable in providing an initial one-to-one association with a potential student as well as in retention and counseling
- The inclusion of authentic materials from business partners provided relevant content
- Guest speakers provided insight into manufacturing career opportunities
- Field trips to the College and a local library heightened students' interest in careers and developed self-confidence
- The development of contextualized lessons by experienced Bridge program instructors has been beneficial in maintaining student interest and therefore, student retention
- The usage of current up-to-date reading, math, and OSHA Training Handbook core materials provided lesson springboards

# Triton Community College

## Pre-Health Careers Academy

**Course Description:** The overarching goal is to provide students with the support necessary to earn their GED and be prepared for college level courses. This Academy is designed to provide a contextualized learning experience within the Health Science Career Cluster.

### Leadership Team:

- Dean, Triton College Health Careers
- Associate Dean of Continuing Education
- Program Administrator
- Project Director

### Partner(s):

- Triton College Testing Center
- Triton College Career Services Center
- Westlake Hospital

### Program Specifics:

- Tuition is covered for ABE, ESL, Continuing Education courses, College 101
- 12:00-4:00PM
- Core courses:
  - Medical Terminology (through CE):
  - Anatomy & Physiology – 16 weeks (through CE)
  - Medical Math – 8 weeks, two sessions offered (through CE)
  - College 101 – 16 weeks, 1 college credit course

### Contact(s):

Linda Latuszek, Program Coordinator  
Triton Community College  
2000 Fifth Avenue, Room A-205G  
River Grove, IL 60171  
Phone: (708) 456-0300, ext. 3837  
Email:

## GOALS

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- Integrate basic reading, math, language skills with relevant industry and occupation knowledge to make them more employable
- Incorporate comprehensive strategies to enable students to better manage the obstacles they face such as the lack of educational and career goals, intimidation by the college environment, lack of study skills, and poor prior school experiences

## TARGET POPULATION

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- ASE (9.0 + GLE) and GED graduates
- Native English speakers and ESL (Intermediate +) Level 5 ESL students
- All students have expressed an interest in entering the medical profession

## CONTEXTUALIZED CURRICULUM

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- Instruction was scaffolded to maximize student learning in health care careers
- Four learning dimensions: Academic Foundation, Communication, Employability, and Teamwork
- Content from the following standards/components considered during curriculum development activities: National Health Care Standards, National Work Readiness Credentials, ICCB ESL curriculum content standards, and current ICCB recommended GED curriculum components

## INSTRUCTIONAL METHODS

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- Short-term, intensive classroom interactions
- Traditional GED and ESL classroom instruction infused with team teaching
- Significant use of technology
- Extensive use of case studies and group discussion particularly in Anatomy and Physiology



## ASSESSMENT

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- TABE
- CELSA
- COMPASS®

## CAREER EXPLORATION AND DEVELOPMENT

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- Triton College Career Services Center
  - Provides career planning, job search skills, and interviewing techniques

## TRANSITION SUPPORT SERVICES

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- Case manager and Project Director are responsible for recruitment, retention, barriers to participation, for students
- Mentors are responsible for much of the case management and frequently check in on students

## CHALLENGES

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- Communication between college and students enrolled in the program could be improved
- Partnerships with Continuing Education, Health and Biology have been strong but challenging. Structuring partnerships with Continuing Education and Credit Education is starting to change the overall attitude towards adult education
  - Mobilizing the motivated pool of students who desire a deeper education
  - Enabling students to pass COMPASS®
  - Funding shortfalls prohibit innovative programs that would enable more students to move into college credit programs
- Supporting students in ways that will increase retention levels
- GED math curriculum lacks proper intensity
- Adding lab space and time for the Anatomy and Physiology courses resulting in more hands-on instruction and activities

## WHAT'S WORKING

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- Strong investment from both the partners and the students
- A successful mentorship program has been established
- Continuing Education provides a model for providing the students with more flexible lessons



# Black Hawk College Pre-Health Care Bridge

**Course Description:** Program provides contextualized curriculum by integrating basic skills with occupational knowledge of the Health Sciences career pathway. Emphasis is placed on entry level careers such as Nursing Assistant, Phlebotomy Technician, and Dialysis Technician. Students are prepared to transition into postsecondary and/or employment. This course includes career exploration/awareness and intensive support services.

- ESL (Pre GED for ELL) classes are part of a series.
- GED & High School Credit is one course.

## Leadership Team:

- Director of Adult Education
- Associate Dean of Adult & Continuing Education
- Associate Professor Adult Education (ESL and Pre GED for SLL)

## Partner(s):

Partnering played an essential role throughout the project and is a necessary part of successful programming

- External partners include:
  - Genesis Health Systems
- Internal partners include:
  - Adult Education Career Advisor
  - Early School Leaver Transition Coordinator
  - Academic ESL Department
  - Allied Health
  - Career Development Center

## Program Specifics:

- Broad Program Components
  - Adult Education ESL (Pre GED for SLL, GED, High School Credit)
- Pre-Health Care Program Monday–Friday 9:00AM–12:00PM
  - ESL (Pre GED for SLL) (Series of three classes within program) with two entry points\*; Started in spring 2011; 1 week January 3-7\*; 2 weeks March 14-25\*; 3 weeks May 23–June 10
  - Adult and Youth GED & High School Credit (combined); One three week session running concurrently with the ESL classes; 3 week May 23–June 10 session. Combined ESL and GED/HSC students to share cross cultural information, guest speakers, tours and computer labs

## Contact(s):

Diane Fall  
Black Hawk College  
Outreach Center  
301 Avenue of the Cities  
E. Moline, IL 61244  
Phone: 309-796-8240  
E-mail: falld@bhc.edu

## GOALS

The developed contextualized curriculum is aligned with post-secondary curricula in three specified health care careers; Nursing Assistant, Phlebotomist, and Dialysis Technician but can also be adapted to provide information and vocabulary for other health care short-term training areas. In addition, students will be assisted to:

1. Have 18 students acquire the academic skills (reading, math, writing, and English language) needed to attain a GED and/or exit Adult Education ESL classes
2. Explore health care careers, develop a career plan, and understand the workplace culture/expectations
3. Access the support services (advising, tutoring, study skills, transportation, child care, etc.) necessary for successful transitioning to training beyond Adult Education

## TARGET POPULATION

- Adult Secondary Education students
- English As A Second Language (ABE Pre GED for Second Language Learners (Intermediate level and above)

## CONTEXTUALIZED CURRICULUM

- Curriculum was developed by a team of seasoned instructors; two GED and a senior ESL instructor in conjunction with BHC Nursing Assistant Coordinator and Genesis Health Care Education department. Aligned with Nursing Assistant, Phlebotomy and Dialysis Technician curriculums
- Local grant for ESL instructor was the catalyst for early research
- Shifting Gears Bridge Project for TDL was precursor. Curriculum was developed and implemented by ESL and GED instructors involved with development of current health care bridge

## INSTRUCTIONAL METHODS

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Philosophy: Introduce concept, language, and structure in anticipation of a planned activity or experience. Associate the experience with a task. Use the task as a springboard for review. Actual learning happens during reflection of the experience itself. Instructor also uses scaffolding, vocabulary, descriptive writing, oral reports, games, tours, guest speakers, technology, and step by step photographs. “Student Portfolios” with check list of course competencies are completed for successful passing of course.

- *ESL* (Pre-GED for SLL) students experienced a six week program consisting of a series of three classes. (Learning was reinforced in the ESL classroom between sessions):
  - First session (1 week) introductory session with heavy concentration on career exploration & development
  - Second session (2 weeks) content concentration on medical terms, practical math lesson for patient care, vocabulary, relia, review of first session, tours & guest speakers with career development integration
  - Third session (3 weeks) Transition concentration, College tour, resume writing, review of previous session, and optimal wellness and patient care
- GED and HS credit students experienced a one time three week accelerated session which matches the ESL model
- Main instructional materials:
  - *Know Your Body*, PCI Education (3 series): Digestive and Respiratory System; Circulatory and Respiratory Systems; Skeletal and Muscular Systems (Reproducible)
  - Job Search Facts, Forms, & Role Plays, PCI Education (Reproducible)
  - Text: *Life Skills Health*, Pearson AGS Global
  - Genesis (Illini campus) hospital and skilled care forms
  - BHC Health Care Bridge web blogs
  - You Tube and other Internet sites
  - Custom tours of hospital and nursing home
  - Computer lab is integrated into classes

## ASSESSMENT

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- TABE
- CASAS

## CAREER EXPLORATION AND DEVELOPMENT

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- Heavy exposure to career exploration and development initially then integrated into the curriculum. Use of Career Cruising web based program
- Customized field trips:
  - Local hospital with attached skilled care facility, hospital lab, CPR and First Aid overview class, HR (other careers hospitals offer that are not direct patient care, how to apply on-line, job qualifications)
  - BHC campus including: Career Services, Academic ESL, nursing department medical lab, enrollment services, financial aid, bookstore
- Guest Speakers: Internal College speakers, short-term training program faculty, adult education personnel, field professionals

## TRANSITION SUPPORT SERVICES

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- Transition services are integrated into the curriculum with a heavy emphasis during the last week. Transition staff members are introduced early during career exploration phase of class then follow up throughout the course. Individual meetings occur to aid in bridging to the next logical step for each student

## CHALLENGES

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- ESL students have to work their lives around the program, many personal sacrifices have been made to attend classes
- Some ESL students who have higher paying jobs that are not satisfying (meat processing) but must give these jobs up to accommodate academics and may need to start a new job at entry level pay
- ESL students struggle to achieve GED which is often necessary for hiring
- Tuition for post-secondary course work
- Child care
- Gas prices, car repairs and the inconvenience of city busses
- Overall program funding for the next step

## WHAT'S WORKING

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- We have succeeded in motivating students, self-efficacy is high
- Valued internal and external partnerships have been formed
- Higher positive visibility for Adult Education programs throughout the College

# Heartland Community College

## ESL Bridge to Health Careers

**Course Description:** The bridge course aims to contextualize vocabulary, language development, cultural appropriateness, systems understanding and professional communication skills in the health care setting.

### Leadership Team:

- Dean of Adult Education

### Partner(s):

- Internal Partnership
  - Community Education
- External partnership
  - WIA Title 1 and HHS division
  - Welcome Back Center in San Francisco
  - American Red Cross

### Program Specifics:

- Broad Program Components
  - Adult Education
- Bridge Program
  - 16-week course in fall and spring
  - The content of the two semesters is different. However students are not required to complete the Fall class in order to participate in the Spring
  - Classes meet for 3.5 hours, twice a week for a total of 7 hours of weekly instruction

### Contact(s):

Jill M. Blair  
Heartland Community College  
1500 W. Raab Road  
Normal, IL 61761  
Phone: (309) 268-8171  
E-mail: jill.blair@heartland.edu

## GOALS

- Contextualized vocabulary and language development
  - The bridge program covers language tasks appropriate to the high-intermediate ESL students, while contextualizing instruction within the field of health care
- Career development and workplace preparation
  - The bridge program includes elements of career exploration, career planning and workplace skills
- To provide transition services

## TARGET POPULATION

- ESL students (intermediate +)

## CONTEXTUALIZED CURRICULUM

- The core curriculum of the bridge program is based on the English Health Train curriculum developed by the Welcome Back Initiative based in San Francisco. The curriculum development team modified and supplemented the curriculum in order to make it more relevant and accessible to students
- Dean of Adult Education, ESL coordinator, and representatives from the college division developed the curriculum
  - In addition to this, the curriculum development team received input from potential employers to identify the specific knowledge and skills that students would need in order to work in the community
- One section of the bridge program is offered in both the fall and spring semesters as a fixed-enrollment class
- The course contains five modules
  - Exploring career goals in health care/ communicating with patients and families/ communicating with other health professionals/ exploring critical issues in health care/ intercultural communication in health care

## INSTRUCTIONAL METHODS

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- Students do intensive reading from 5:30 to 7:00 as a part of the bridge course and have group class after that
- For Thursday class developmental reading department involves strategies to help students pass college entrance exams
- A computer class is available to the bridge students
- The bridge instructor uses videos, additional readings or websites as supplemental tools and encourages students to apply what they learn in class to work and home environments
- At the end of each unit, students complete a project
- The instructor facilitates interactions with students by showing respect to students' cultures and giving them the opportunity to share their knowledge and work experiences in their home countries

## ASSESSMENT

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- CASAS
- Written/Oral assessment/test over each unit
- Students' course evaluation

## CAREER EXPLORATION AND DEVELOPMENT

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- The bridge staff developed a 30-minute DVD highlighting 5 health care careers such as CNA, EKG Technician, Medical Office Assistant, Pharmacy Technician, and Phlebotomist
  - To produce the video, the employees of local hospitals and nursing homes were interviewed about their jobs and workplaces
  - The DVD also gives the students visual information about what credit courses are available at the college
- Having two guest speakers who currently teach and work in health care and two facility tours
- Career seminars that cover job application, resume development and interviewing skills are provided
- Students are offered a career connection and an academic connection class

## TRANSITION SUPPORT SERVICES

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- Two full-time coordinators and an ESL specialist are responsible for transition support services

- Their responsibilities include setting up job-shadowing opportunities, assisting with academic and financial aid advising and making referrals to other social service agencies to help students overcome barriers to success
- One-on-one counseling is provided to the students if needed
- Building buddy system and encouraging students to help each other
- A student encouragement dinner is held

## CHALLENGES

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- Students' low academic skills such as note taking, critical thinking, writing, etc.
- Students' low time management skills/ Personal effectiveness attributes
  - The bridge staff struggles to get the students to be on time
- Cultural differences between ESL students and the program coordinators of the CNA program and a program manager in continuing education
- The lack of professional development on the bridge programs and partnership/networks among the bridge sites
- Grant year is too short
  - Not enough time to implement what they learn from their own experiences into the bridge program

## WHAT'S WORKING

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- Having a paid tutor in the classroom
- Strong external partnerships (curriculum input and more)
- Information night where instructors from all of the health care classes talked about classes and available support services
- Strong support from the college
  - The administrators of the program are paid by the college, so the grant money goes to pay the instructors to develop and acquire materials
- Tutoring and contextualized instruction
  - Aligning the instruction along students' academic/ language proficiency and respecting their cultures, knowledge and working experiences in their home countries
  - Encouraging students to apply what they learn in class to their work
  - Having different units in each semester that allows students to continue on if they want

# Kishwaukee College Health Care Bridge

**Course Description:** The Kishwaukee College Bridge program is designed to assist students to improve basic and/or secondary reading, writing, math, and critical thinking skills as they pertain to GED test preparation and readiness for entry into postsecondary program in health care careers.

## Leadership Team:

- Director of Adult Education
- Dean of Adult Education and Transition Programs

## Partner(s):

- Illinois WorkNet Center
- Local health care employers

## Program Specifics:

- Broad Program Components
  - Adult Education
  - College and workplace readiness
  - Workplace ethics
- Open-enrollment model
  - Evening Class: 5:30-8:10 on Tuesday and Thursday
  - 15 weeks in the spring, 2011 and 10 weeks in the fall, 2010

## Contact(s):

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## GOALS

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- To improve learners' basic and secondary skills in the GED
- To build a foundational understanding of the health science career cluster
- To move learners toward achieving their GED as well as begin the process of defining their own career goals and exploring career pathways
- To supply learners with transition and support service materials for transition into postsecondary certificate and degree programs for health care careers

## TARGET POPULATION

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- Adults who lack high school diploma or GED and can demonstrate a 6.0+ grade equivalency in reading on TABE
- ABE (6-8.9 GLE)
- ASE (9.0-12.9)

## CONTEXTUALIZED CURRICULUM

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- Adult Education staff and the bridge coordinator participated in workshops and conferences, and conducted online research for curriculum resources, and textbooks
- A key partner from a health care career gave input to ensure that contextualized materials are current, relevant, and effective for developing the basic and secondary skills needed to enter into health care related programs and attain gainful employment into health care careers

## INSTRUCTIONAL METHODS

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- Traditional classroom instruction is utilized
- Delivery model combines direct instruction with other opportunities for learning such as guest speaker presentations, field trip, and postsecondary class visit
  - Understanding health care career clusters, career pathways, legal ethic responsibilities and readability which are based on national health care standards

## ASSESSMENT

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- TABE

## CAREER EXPLORATION AND DEVELOPMENT

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- Students explore health care occupations through partnerships with health care professionals who provide authentic experiences through class presentations as guest speakers and site tours
- Students are introduced to the services available at the Illinois WorkNet Center
- Developing learners' skills related to their career goals, including writing a personal resume and cover letter, experiencing a mock job interview with health care professionals, touring health care facilities, and participating in job shadowing opportunities
- Students participate in mock interviews

## TRANSITION SUPPORT SERVICES

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- The bridge coordinator is primarily responsible for the transition support services
- Child care service is provided through family literacy program
- Gas cards are provided to the students who regularly attend
- A transition counselor visited the class and explained about the college health programs and gave her work and contact information

## CHALLENGES

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- There was turn-over with bridge course instructors
- The collaboration between the faculty and the staff was difficult
- Open-enrollment policy
- Transportation

## WHAT'S WORKING

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- The successful partnerships with a variety of local health care providers resulted in guest speakers in class and site tours



# Parkland College Health Care Bridge

## Course Description:

- Pre-Bridge program module in the fall 2010 provided career exploration and prepared interested students for success in the Bridge to Health Careers spring class.
- The GED Bridge to Health Careers Bridge program in the spring 2011 encompassed GED and COMPASS® test preparation, the Certified Nursing Assistant (CNA) class preparation, transition, career development, and work experience.

## Leadership Team:

- Director of Adult Education
- Bridge Program Manager

## Partner(s):

- External Partners
  - 2 area hospitals
  - 5 nursing homes
  - 1 home health care agency
  - Illinois WorkNet Center
- Internal Partners
  - Career Center
  - Financial Aid and Admissions staff
  - Assessment Center
  - Health Professions Department staff
  - Center for Academic Success

## Program Specifics:

- Broad Program Components
  - Adult Education, GED test preparation, COMPASS® (college placement exam) preparation, CNA class preparation, career exploration and experience, transition and support services
- Pre-bridge program (2 sessions)
  - In the fall, 2010
  - Students are required to successfully complete Pre-Bridge class in order to enroll in the GED Bridge to Health Careers class
  - The first pre-bridge: 4 sequential Fridays, 9:00 am – 12:00 noon
  - The second pre-bridge: 4 days in a row Monday through Thursday, 9:00 am – 12:00 noon
- Bridge program
  - 4 hours per session, 5 days per week for 15 weeks
  - From 9:00 a.m.-1:00 p.m. Monday through Friday
  - Class held in Health Professions Department classroom

## Contact(s):

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## GOALS

- To help adult learners transition to post-secondary education and health careers by participating in a structured, comprehensive program that prepares students for entry into the health careers program while preparing them for the GED exam

## TARGET POPULATION

- Adult Basic Education students who score at the 8.0 reading level or higher: ABE (6-8.9 GLE)
- Adult Secondary Education students: ASE (9.0 + GLE)
- ESL students whose ESL skills assess at the Advanced level and who score on the TABE reading test at 8.0 reading level or higher (a screening used since these students must be able to score into regular, non-ESL English classes through Parkland placement testing in order to enroll in CNA; ESL (Intermediate +)

## CONTEXTUALIZED CURRICULUM

- A CNA instructor, ESL and GED program person were engaged in curriculum development
- The curriculum developers examined the textbooks and curriculums that were already developed by other professionals and institutions

## INSTRUCTIONAL METHODS

They provided Pre-Bridge module in the fall 2010 and the full Bridge course in the spring 2011

- The Pre-Bridge module
  - Focusing on self exploration, career exploration, personal challenges and barriers, and career and educational planning
- The full Bridge course
  - A GED/transition math instructor teaches math
  - The CNA instructor who also helped developed the bridge curriculum, delivered the contextualized instruction in all areas except math such as health care, social studies, and science

- The two instructors and Program Manager meet together weekly to coordinate instruction and services
- For the full GED Bridge to Health Careers class, a college level health care textbook and extra worksheets and assignments were used
- The instructors used diverse instructional methods such as direct whole group lecturing, team/group problem solving, practical application of skills, and computer assisted instruction.
- Supplementary Program, Services, and Materials
  - Guest speakers
  - Computer lab every Tuesday
  - Field trips to health care providers every Friday
  - Field trips to, or class speakers from, health professions departments on Wednesdays (surgical tech, massage therapy, LPN programs, etc.)
  - Mentors from Health Professions staff

## ASSESSMENT

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- TABE
- Official GED Practice tests
- COMPASS® (college placement test) Practice tests
- Pre/Post and Unit tests

## CAREER EXPLORATION AND DEVELOPMENT

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- In Pre-Bridge course, students conducted career exploration and career planning, and developed career and education plans and portfolios
- Field trip every Friday
  - Students have chance to visit diverse health care related working places such as OTA program, massage therapy, dental hygiene, and surgical tech as well as hospitals and nursing homes
- Guest speakers

## TRANSITION SUPPORT SERVICES

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- Upon completion of the bridge program, students who get their GED will enroll in CNA course as a cohort group at Parkland
  - They will receive follow up and support through the completion of their CNA course
- Mentoring and tutoring services are provided
- Support Services are provided by the health care bridge instructors and program staff

## CHALLENGES

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- Huge variety in students' academic skills
- To the CNA instructor, contextualizing curriculum and instruction, especially health care subject and GED subjects

## WHAT'S WORKING

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- Pre-bridge program was very successful in terms of forming learning community among the students, allowing students to explore health care related careers and developing specific strategies to overcome personal barriers and challenges
- There are successful partnerships being built with local employers which allow for field trips providing students with important exposure to their prospective career path



# William Rainey Harper College Health Care Bridge

**Course Description:** The William Rainey Harper College Bridge program is designed to assist adults in obtaining skills and knowledge necessary for postsecondary education and employment as they prepare for the GED test and/or gain academic skills to succeed in postsecondary health care career classes.

## Leadership Team:

- Co-Chair of the Adult Ed., ABE and GED Program
- Two full-time faculty members, one ABE/GED Reading & Writing specialist and one ABE/GED Mathematics specialist
- Dean of Academic Enrichment and Language Studies Division

## Partner(s):

- Internal Partnerships
  - Adult Educational Development Department
  - Academic Enrichment and Language Studies Division
  - Healthcare Careers Division
  - Career Center
  - English as a Second Language (ESL) Department
  - Tutoring Center
  - Office of Student Financial Assistance
  - Center for New Students and Orientation
  - Access and Disability Services
  - Admissions Outreach
  - Information Technology
  - Marketing Services
- External partnership
  - District 512 Area Planning Council partners
  - WIA
  - Perkins II

## Program Specifics:

- Broad Program Components
  - Adult Education
  - College and workplace readiness
- Bridge Program
  - Paralleled with GED course
  - Running two cohorts: Monday night and Friday morning

## Contact(s):

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## GOALS

- Provide a strategic pathway for ABE and ASE students, that maximizes their chances for success both in the academic and occupational realms
- Contextualize curriculum with the integration of mathematics, literature and writing, social studies, and science content with health care related content
- Provide transition services to provide students with information and assistance to successfully navigate moving from adult education to postsecondary career education and employment which will include academic advising/counseling and personal support services
- Have professional development opportunities for ABE/ASE teach collaboration in providing integrated basic reading, math, and language skills and health care industry/occupation knowledge assisting in identifying and/or developing best practices and approaches to the delivery of instruction

## TARGET POPULATION

- ABE and ASE students who
  - Score 6.0-12.9 + GLE on TABE Reading Survey
  - Score 16 correct on TABE 7/8 Math assessment
  - Are studying for GED test
  - Have recently attained their GED
  - Demonstrate less than post-secondary level skills through 50-76 reading score on COMPASS
- ASE students
  - 9.0 grade level equivalency on TABE and above

## CONTEXTUALIZED CURRICULUM

- Collaborated curriculum development
  - Through collaboration among Harper faculty specialized in teaching in ABE/ASE math, reading/writing, reading science materials, and the co-chair of the Adult Ed., ABE and GED
  - Harper health care career areas of CNA, Phlebotomy, Emergency Medical Tech and Medical Office Administration and health care employers
- The bridge course curriculum is structured to run parallel and in coordination with GED test preparation
- The primary focus is on transitions to post-secondary education since employment is contingent on certification and employers rely on students to complete post-secondary certification

## INSTRUCTIONAL METHODS

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- Integrating academic reading, writing, and math skills appropriate for preparing to enter health care career areas and study for the GED Test.
- Incorporating various health care topics that provide content to develop academic skills
  - Vocabulary through introduction to medical terms-learning word parts
  - Comprehension skills through matching health care job description with career area title
  - Awareness of self, values, beliefs, stress management, interpersonal communication, decision-making and problem solving
  - College readiness skills such as time management, note-taking and study skills to prepare for postsecondary education
  - Employment skills/career development activities and materials utilizing resources such as tours, speakers, resume writing and understanding work habits/ethics
- Team teaching
  - Reading specialist and math specialist co-teach the bridge courses
  - 4 credit hours per semester
  - Healthcare area course coordinators came to the class and presented about their programs and the requirements to be enrolled the programs

## ASSESSMENT

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- TABE

## CAREER EXPLORATION AND DEVELOPMENT

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- The students toured CNA class and other health care classes.
- Guest speakers who also serve as role models
- The students researched which careers require GED and which careers do not
- Students participated in a job fair on campus which is held once a semester
- Career Center conducted career assessments

## TRANSITION SUPPORT SERVICES

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- Advising/counseling
  - The AED Transitions Coordinator (trial position) has an important role developing a network of support with the AED Department along with providing transition services
  - A counselor from Center for Multicultural Learning provides case management services and an intake interview with each student regarding most important issues they'd like addressed

- The AED Transitions Coordinator met with students who have completed a bridge course and are currently taking their first college course to determine needs
- Student Success Grant
  - Tutoring: Students receive tutoring for GED Math and English, and the faculty provided academic support through individual contact with students, provision of supplemental materials, and referral to the Tutoring center
  - Social Work Service: The Social worker provided the students with the needed social services and also visited the class to give a presentation
- Tuition waiver
  - Perkins funds are used to provide tuition waivers for 3 credit hours dependent on attendance: Students are required to attend the class 14 out of 16 weeks
- Improving students' college knowledge
  - Various service center staff visited the class and talked about college life and gave specific information (financial aid, note taking skills, navigating college system)
  - Campus tour was conducted

## CHALLENGES

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- Transportation
- Funding to sustain the transition support services
- Adult Education students cannot register for college-level courses
- Curriculum was not approved on time to run in the fall semester so only two cohorts were formed

## WHAT'S WORKING

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- Students' learning community
- Intense bridge program and homework component
- The instructors' high expectation of the students
- Co-teaching with the professionals in health care
- Strong internal and external partnerships

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