



BRIDGE PROGRAMS

TRANSITIONS INTO POSTSECONDARY EDUCATION FOR ADULTS

Illinois Workforce Development Conference

WHAT IS A BRIDGE PROGRAM?



CORE ELEMENTS OF A BRIDGE:

- **Contextualized Instruction:** Blends workplace competencies, career exploration, and basic literacy and math skills in an occupational context
- **Career Development:** Incorporates career exploration, planning & preparation through exposure to & understanding of the world of work
- **Transition Services:** Provides individualized supportive services for students moving from adult ed and/or remedial ed into CTE

BENEFITS OF BRIDGE PROGRAMS



- For individuals
- For employers
- For communities
- For the economy

BRIDGE INSTRUCTION: THE SHIFTING GEARS INITIATIVE

- **Vision:** State & Local policy development supports low-skilled adults' access to & success in training & education that leads to jobs & improved state economies.
- **Target Sectors:** Health, TDL, Manufacturing
- **Goal:** Increase adult transitions from Developmental Ed and/or Adult Ed to Postsecondary Credit programs
- **How?:** Bridge instruction

BRIDGE ELIGIBILITY: TARGET POPULATIONS

- High school credential holders
- Reading and/or Math levels at or above the 6th grade – pre-college level
- Low-skilled, low-income adults unprepared to enter postsecondary CTE programs

OUTCOMES OF DEV ED STUDENTS

Developmental Credit Hours Over Five Years

Year	Credit Hours		
	Attempted	Earned	Percent Completed
2003	608785	393263	64.60%
2004	613104	395029	64.43%
2005	613047	386853	63.10%
2006	612747	380150	62.04%
2007	603047	373566	61.95%
Total	3050730	1928861	63.23%
Average	610146	385772.2	63.23%

OUTCOMES OF ADULT ED STUDENTS

Entered Postsecondary Education or Training for the National Reporting System
for Illinois Adult Education
Fiscal Years 2004 -2008

	2004	2005*	2006	2007	2008	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Completers	27,591	15,113	14,169	11,396	5,623	10,396	-5,773	-50.7%	-21,968	-79.6%
Number Entering Postsecondary Education or Training	5,050	3,341	2,881	2,265	1,346	2,164	-919	-40.6%	-3,704	-73.3%
Percent Achieving Outcome	18.3%	22.1%	20.3%	19.9%	23.9%	21.4%	---	4.0%	---	5.6%

BRIDGE PROVIDERS

EDUCATION & TRAINING:

- Community Colleges
- CBOs
- Adult education providers/partners
(i.e. Adult Ed & WIA Title I providers)

CARRERAS EN SALUD

CHICAGO HEALTHCARE BRIDGE:



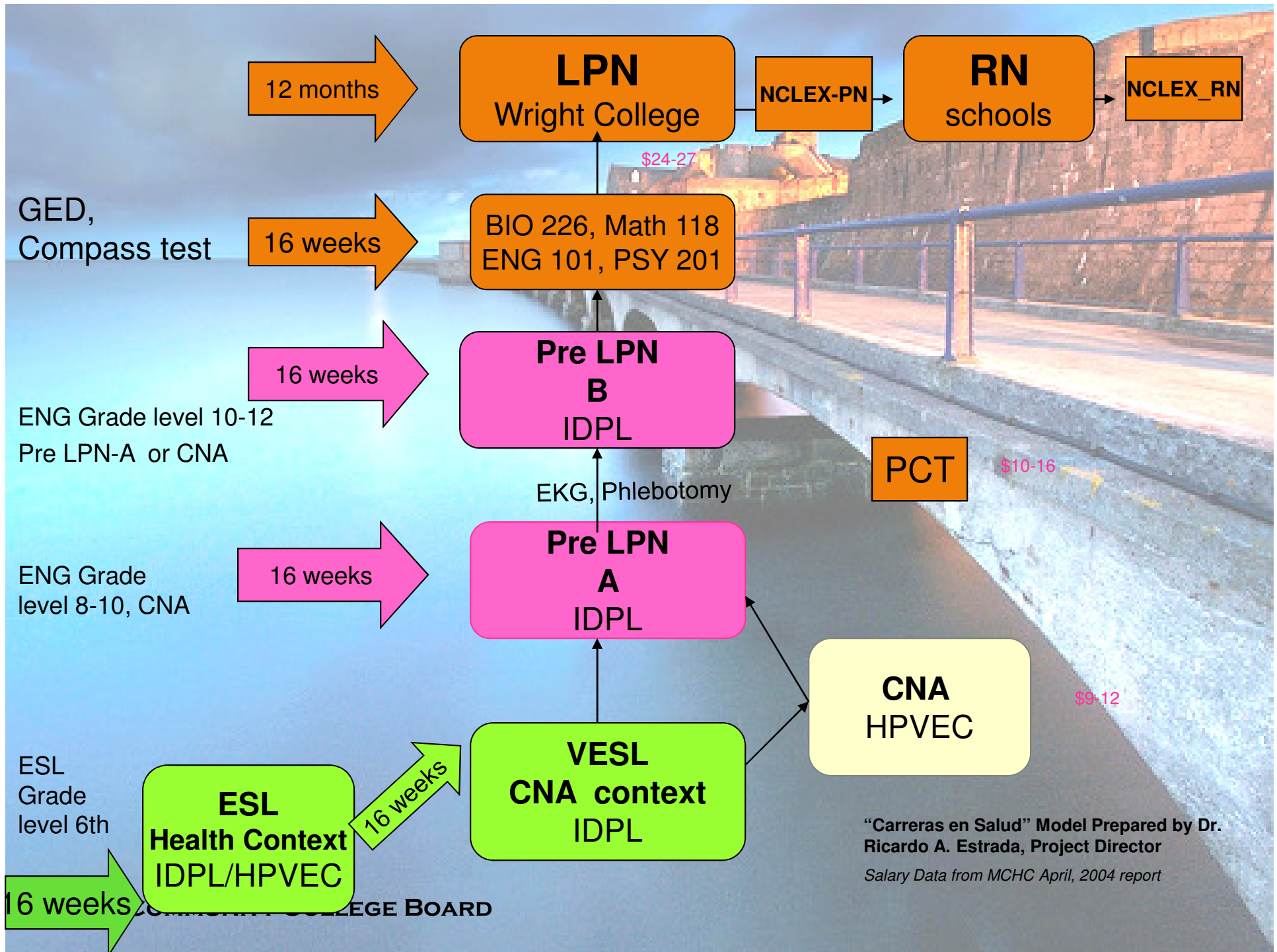
Purpose:

- 1) To meet *employer demand for a bilingual workforce,*
- 2) *To provide a pathway to family economic self-sufficiency for limited English and bi-lingual community residents.*

CARRERAS EN SALUD MANAGEMENT TEAM

- **Association House of Chicago**
- **Humboldt Park Vocational Education Center**
Of Wilbur Wright College, One of the City Colleges of Chicago
- **Instituto Del Progreso Latino**
- **National Council of La Raza**







Role of Employers

- ◆ **LABOR DEMAND ANALYSIS**
- ◆ **CURRICULUM REVIEW**
- ◆ **TECHNOLOGY IMPACTS**
- ◆ **WORKPLACE LEARNING**
- ◆ **HIRE GRADUATES**
- ◆ **SUPPORT IN CAREER ADVANCEMENT**
- ◆ **ASSIST WITH PROJECT RESOURCE DEVELOPMENT**
- ◆ **PARTICIPATE ON ADVISORY COMMITTEE**

ROLE OF EDUCATIONAL PARTNERS

- **Provide curriculums** that are customized to the needs of the non-traditional low skill student.
- **Provide educational resources and support to students** such as computer labs and programs that help the students improve their basic skills at their own pace, tutoring and technical assistance, financial aid and career planning.
- **Schedule classes at times convenient to the non-traditional low skill students**; provide assistance to adult educators to contextualized curriculums based on the adult learner's basic skills levels.
- **Articulate basic skill and contextualized courses with technical certificates and occupational degree programs** with input from employers and industries in the field.
- **Develop advisory council committees for vocational and occupational certificate and degree offerings** in which CBOs and local employers are included

ROLE OF COMMUNITY BASED ORGANIZATIONS

- **RECRUITMENT AND PLACEMENT ASSISTANCE**
- **FLEXIBILITY IN SCHEDULING CLASS AND SERVICES**
- **CONTEXTUALIZED TEACHING OF ENGLISH**
- **COUNSELING/PROVISION OF SUPPORTIVE SERVICES:**
 - childcare,
 - shelter and food assistance,
 - transportation assistance,
 - social and psychological assistance and/or referrals,
 - domestic abuse and other prevention assistance
- **CUSTOMIZED DATA COLLECTION**

Process to contextualize curriculums

- ◆ ESL instructor develops an outline of the expected competencies of the students at the end of class (term).
- ◆ The Technical Instructor develops an outline of the context knowledge expected by the student at the end of the class (term).
- ◆ They meet to develop class activities and learning techniques. Context is line up based on the basic skills levels of the student.
- ◆ Both instructors agree on assessment tools and activities and resources needed. (e.g. project based or traditional instruments).
- ◆ The curriculum outline is submitted to the industry advisory council for feed back in required basic and technical skills and confirm the presence of the competences needed by employers.
- ◆ The instructors meet periodically and as needed to adjust activities and learning techniques.

Carreras en Salud Success Indicators as per Summer '09

Pathway Level	Enrollment	Graduation Bridge completion	%	Licensing Certification	%	Placement
LPN	225	207	92%	199	96%	100%
PQ	161	161	100%	N/A	N/A	N/A
Pre-LPN	274	264	96%	N/A	N/A	N/A
C.N.A	164	151	92%	144	95%	60%
Pre-C.N.A	181	169	93%	N/A	N/A	N/A
ESL-Health	192	178	92%	N/A	N/A	N/A
TOTALS	1,197	1130	94%	343	95%	100%



ILLINOIS COMMUNITY COLLEGE BOARD

BLACK HAWK COLLEGE

BRIDGE TO THE TDL INDUSTRY

- Purpose/impetus – Transition, Employment, Retention
- Program – Warehousing and Distribution Specialist (10 credits)
- Target audience
 - GED students at ASE level
 - ESL at high intermediate or advanced level

BLACK HAWK COLLEGE BRIDGE TO THE TDL INDUSTRY

- Program Components
 - Alignment and contextualization of curricula
 - Support services with dedicated advisor at center
 - Pathway to somewhere (additional training options)

BLACK HAWK COLLEGE BRIDGE TO THE TDL INDUSTRY

- Partners
 - Adult Education administration, faculty, and staff
 - Credit administration, faculty, and staff
 - Employers
 - Community agencies and leaders

BLACK HAWK COLLEGE BRIDGE TO THE TDL INDUSTRY

- Results
 - Students - 25 enrolled
 - 19 of 19 ESL completed
 - 2 of 6 GED completed
 - Impact on the organization
 - Visibility of Adult Education
 - Communication
 - Process

BLACK HAWK COLLEGE BRIDGE TO THE TDL INDUSTRY

- Challenges
 - Life
 - Process and procedure

BLACK HAWK COLLEGE BRIDGE TO THE TDL INDUSTRY

- Lessons Learned
 - Alignment, contextualization, advisor, support to instructors, and formation of cohort support success
 - You don't know what you don't know
- Next Steps
 - Integration with larger organization
 - Health care

WIA AND BRIDGE PROGRAMS



- Why Bridge in Chicago?
 - Matched Customers need
 - WIA population with low basic skills and/or limited English
 - Business need in health care and manufacturing (pre-economic downturn)
 - Career Pathway Philosophy
 - LWIB support and interest
 - DCEO Emphasis on training

WIA AND BRIDGE PROGRAMS



- How can WIA support bridge instruction?
 - a) Partial payment through ITAs
 - combined with other funding
 - b) Support whole program
 - separate solicitation
 - funding four bridge programs and 1 pre-pre apprenticeship

WIA AND BRIDGE PROGRAMS



- What are ways to protect achievement of performance goals
 - Recognize long term commitment and have realistic goals
 - Focus on keeping customer engaged and connected to the program
 - Train staff in WIA basics and performance outcomes (only 1 contractor new to WIA)
 - Monitor outcomes regularly
 - If other funds are supporting program be strategic on when WIA funds are used and enrollment needed

WIA AND BRIDGE PROGRAMS



- What are potential challenges?
 - a) The length of time customers need to progress through the program
 - Resulting impact on WIA performance- When to exit???
 - Impact on contracting
 - Impact on tracking updating IWDS
 - b) Cost allocation and fiscal tracking if supported by other funds
 - c) Advanced training for entry level worker

WIA AND BRIDGE PROGRAMS



- What are the potential benefits to our clients?
 - Career path employment with higher wages
 - Business and industry involved in training-more meaningful
 - Increased skills and credentials

LESSONS FROM SHIFTING GEARS



- Coordinated transition services should be available to students – lack of college knowledge
- Add performance measures that track student milestones and tipping point markers
- Include contextualized bridge instruction in dev ed courses
- Integrate instruction (reading, math, workplace skills, career exploration)
- Accelerate instruction (intensity x duration)
- Assure student services are available at times Dev Ed students are on campus
- Partner with employers and others whose work shares common goals for this population

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