ILLINOIS ADULT EDUCATION BRIDGE EVALUATION: TECHNICAL REPORT

Kathleen Marie Oertle
Sujung Kim
Jason L. Taylor
Debra D. Bragg
Timothy Harmon

October, 2010

A report from

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP
Department of Educational Organization and Leadership
College of Education
University of Illinois of Urbana-Champaign
129 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

OCCRL
office of community college research and leadership

The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of education in the Illinois community college system. Projects of this office are supported by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE), along with other state, federal, and private and not-for-profit organizations. The contents of our reports, briefs and bi-annual UPDATE newsletters do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to *OCCRL@illinois.edu*. This document can be found on the web at: *http://occrl.illinois.edu*.

This publication was prepared pursuant to a grant from the Illinois Community College Board and printed by the Authority of the State of Illinois, October 2010 (ICCB Grant Agreement Number CTEL10002).

Acknowledgements

Throughout the process of this evaluation we were assisted in many ways by a number of individuals. We are grateful to the Joyce Foundation for starting this work. We appreciate the bridge students, bridge administrators and other administrators, faculty and staff, and employers who gave their time and shared their thoughts with the intention of helping us to fully understand the process of bridge implementation. We are truly grateful for their contributions. Thank you to Catherine Kirby, Assistant Director, Office of Community College Research and Leadership (OCCRL), for her leadership of Shifting Gears and her insights into the state's various bridge initiatives. Her feedback and input were invaluable and we are convinced improved the quality of our evaluation. We appreciate the support of Linda Iliff, our administrative assistant. Her knowledge and skills were of tremendous assistance. We are also grateful for the thoughtful comments and perceptions on evaluation shared by Gianina Baker, another colleague from OCCRL. Finally, we thank the professional staff of the Illinois Community College Board (ICCB), especially Jennifer Foster and Karen Hunter-Anderson, who entrusted us with this evaluation and valued our insights and recommendations.

Suggested Citation:

Oertle, K. M., Kim, S., Taylor, J. L., Bragg, D. D., Harmon, T. (2010). *Illinois adult education bridge evaluation: A technical report.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois.

EXECUTIVE SUMMARY

This report contains the findings and recommendations from an evaluation of the implementation of 10 adult education bridges in targeted industry sectors: healthcare, manufacturing, or transportation, distribution, and logistics. The 10 sites are College of Lake County, Elgin Community College, Jewish Vocational Services, Kaskaskia College, Lewis and Clark Community College, Pui Tak Center, Rock Valley College, Shawnee Community College, Township High School District 214 Community Education (District 214), and Triton College.

Purpose and Goals

The overarching intent of this evaluation was to generate knowledge that could be used to further develop adult education bridge programs in the state of Illinois. The primary evaluation goals were to describe and assess:

- program implementation characteristics;
- alignment with Illinois' bridge definition;
- nature and utility of collaboration;
- extent and nature of challenges encountered during implementation; and
- methods and measures that are or could be utilized to evaluate student outcomes.

In addition to our primary goals, a supporting objective was to document emerging and promising implementation practices that could be further developed, studied, and replicated by others.

Design and Methods

We intended our evaluation and this technical report to inform the continued development and improvement of adult bridges, not to make causal judgments about the impact of these efforts on student outcomes. Data collection methods included: (a) development and review of logic models with adult bridge program administrators; (b) document review and analysis of program proposals and supporting materials; (c) one-day site visits that included additional collection of program documents (e.g., program marketing materials, syllabi, student goal and progress forms), semi-structured interviews, classroom observations, and student focus groups; (d) follow-up telephone conference calls with bridge program administrators, faculty, and staff; and (e) analysis of data from the Illinois Bridge Status Survey (Taylor & Harmon, 2010). All data collection activities were conducted between November 2009 and May 2010. Data were analyzed with qualitative and quantitative techniques commonly utilized in mixed methods evaluation.

Emerging and Promising Implementation Practices

Within the 10 sites, we identified several potentially promising practices that localities were utilizing to implement their adult bridges, highlighting four practices in this report. Data were not obtained to determine whether these practices are cost effective or whether they impact

student achievement. This is because the adult bridge site administrators were engaging in initial implementation and enrolling their first student cohorts, and the lessons learned by engaging students were focused on developing and enhancing the bridges. The bridge strategies were still evolving, making an impact evaluation study premature at this time. Nonetheless, we sought to identify promising implementation practices by learning what administrators, staff, participants, and, when possible, business and industry partners viewed as practices that may lead to a positive impact on student outcomes. A brief description of the four practices highlighted in this report follows.

- *Bridge Collaborative Partnership(s)* are networks that include various configuration organizations and personnel within those organizations who are affiliated with adult education, continuing education, postsecondary career and technical education (CTE), community-based organizations (CBOs), and business and industry partners. These partnerships are perceived as leading to innovation by:
    - recognizing opportunities;
    - mobilizing people and resources;
    - developing a shared vision;
    - seeking support and involvement;
    - building trust among collaborators; and
    - developing learning opportunities for students and the partners.

- *Bridge Champion(s)* are adult education administrators and bridge directors and coordinators who are agents of change because they:
    - shape partnerships;
    - have energy, and they are the primary motivators behind bridge implementation;
    - are the conduit for daily operations and communication;
    - connect the staff and bridge partners;
    - have a progressive vision for students accessing adult education and transitioning to college that transcends earning a GED or improving English language skills; and
    - have enough organizational clout and power to influence decisions and effect change.

- *Bridge Transition Coordinator* is a multifaceted job that includes:
    - being a broker of knowledge for students, bridge administrators, staff, and bridge partners;
    - marketing the bridge and recruiting students;
    - organizing assessment testing and student advising;
    - connecting students with support services;
    - assisting with developing students' college and career knowledge by arranging for guest speakers and coordinating campus and business tours; and
    - conducting student follow along and follow-up post bridge completion

- *Bridge technology* – Many of the bridge sites were intentional about the integration of technology into the curriculum and instruction. Some examples include using:
    - classrooms with computers for each student

- social networks such as Facebook as a way to help students learn communication skills and emphasize issues related to employment and computer security.
- weekly computer and web-based instruction so that the students could improve their skills
- Microsoft products (e.g., PowerPoint, Word Perfect, etc.) to support instruction
- Internet-based research to support their essays
- the public library to access the computers for their research
- Blackboard along with electronic mail for instruction and communication among teachers and students as well as mentors and students and student to student
- industry specific tools such as hand held scanners, blood pressure and heart monitors for contextualized experiences

Discussion and Recommendations

- *Level of bridge* – The bridge definition allows for the targeting of students with TABE scores in reading and math from 6.0 to 12.0 grade level equivalent that can result in a wide range of student ability enrolled in a bridge program. The wide range of abilities represented in students with this range of scores makes it difficult for instructors to offer instruction that meets all students' needs. If this breadth of ability is deemed essential (versus narrowing the range and targeting the instruction, e.g., 6.0-8.9 and 9.0-12.0), then various modes of instruction, including scaffolding instructional support, need to be explored to meet learner needs. Scaffolding instruction is a strategy that links content across various levels to reinforce prior learning and create linkages for the students to new learning, insuring that they are continuously challenged with new knowledge and skills acquisition.
- *Variety of bridge components* – All 10 bridge programs had common approaches associated with the three core elements of the Illinois' bridge definition: contextualized curriculum, career development, and transition services. However, each site had its own approach to the implementation of these core elements. Also evident in the 10 bridges were other elements, such as student cohorts, learning communities and accelerated instruction, not mentioned in the Illinois bridge definition. Whether these components will emerge as central to bridge instruction is unknown, but we believe future evaluation should monitor their presence in and contribution to bridge programs. Because this bridge framework is still new and evolving rapidly in Illinois, other components may emerge, and they should be recognized and evaluated as well.
- *Professional development* – Professional development was recognized by a number of the sites as a critical component to bridge instructional delivery and supporting students' transition; however, most times the need was not accompanied with what local coordinators and other staff saw as an adequate response. Concerns about meeting learners needs, given the wide range of ability levels and learning styles in single classrooms; developing curriculum that is contextualized with the occupational fields; understanding how to use assessments to document student progress and align those assessments with college placement exams and college readiness; and understanding what support services meet students' needs were areas that emerged during our evaluation. We therefore recommend that the Illinois Community College Board (ICCB)

solicit input from the demonstration site professionals as well as the adult education professional community more broadly across Illinois to gather data on the knowledge and skills that instructors and others need to understand and implement the core elements of the Illinois bridge definition. Professional development for instructors is critical to spreading and sustaining these types of programs.

- *Measuring student progress* – Consideration of more nuanced and sensitive ways of measuring student progress is needed for the learners who enroll in adult bridges. While traditional adult education assessment testing was used (e.g. TABE or CELSA) by the demonstration sites, and in some cases preparation and testing was done with the traditional college placement exams (e.g., COMPASS), these types of tests do not always accurately assess students' knowledge, especially for adults at grade levels below the 9th grade, minorities, English Language Learners (ELL), and immigrants. Further, data are not routinely collected to document and understand student progress from adult education to postsecondary education and employment. These data are vital to investigating the impact of student participation and outcomes.
- *Transportation and childcare* were two services that were cited most often as barriers for students to fully participate in bridge programs. Current policies and structures associated with adult education and community colleges do not consistently support these services. Further investigation and professional development may assist in developing and identifying strategies to meet students' unmet needs in these critical areas.
- *Barriers of time constraints and funding* – Most implementation efforts were executed with overwhelming patience and dedication from staff as well as high interest for continued bridge programming. However, time and money were problematic for the grant process. Grant expectations and funding streams should be addressed to support full implementation of bridges and promote sustainability and future efforts.
- *Student support services, including the transition coordinator* appear to be a critical component in bridge programming, but not all sites employed a professional staff person who was dedicated, in whole or in part, to helping the students' transition to college. When a coordinator was included in the project, this person performed responsibilities critical to supporting students, including assisting students to transition into bridges, then assisting them with retention and completion, and further assisting them to transition to further education and employment. Additional investigation is necessary to understand the critical connection between the transition coordinator, the support that he or she provides students, and successful student outcomes.
- *Mentoring* – while formal mentoring was limited to only one bridge site in this evaluation, this strategy seemed to be showing promise. Providing mentors for students deserves more exploration to better understand how students can benefit from this support. Further, investigation of the integration of mentoring into student support and transition services appears warranted, with the potential to learn lessons from other interventions that rely on mentoring, such as Check & Connect (Institute on Community Integration, 2008; U of M's "Check", 2009).

TABLE OF CONTENTS

List of Tables

Appendices

BACKGROUND

Adult Education Bridge Program Context

Many adults who are working are struggling to make ends meet. Findings from the Working Poor Families Project indicate that 42 million working people are living below the poverty threshold, which means a family is earning less than 200 percent of the poverty income threshold, as defined by the U.S. Census Bureau (2006). One in four working families with children fit this definition according to Roberts and Povich (2008). Adults who fail to secure sustainable employment struggle to survive financially. Bragg et al. (2007) point out the significance of literacy skills for adults, especially adults with limited education and skills, for securing employment. Without strategies to change current trends, it appears that the knowledge and skill gap will increase. In fact, "90% of the fastest-growing jobs will require postsecondary education or training" (Connell, 2008, p. 5) and according to Lacey and Wright (2009),

> in 2008, about 3 in 10 jobs were in occupations that were classified in categories requiring some form of postsecondary award or degree. It is projected that occupations in such categories will account for almost half of all new jobs created from 2008 to 2018. (p. 88)

While access to and opportunities for postsecondary education and training are important catalysts for securing employment, cross-validated data from two national studies, the National Household Education Survey/Adult Education Component of 2005 (NHES) and the National Assessment of Adult Literacy of 2003 (NAAL), indicate that nearly 14 million Americans have earned their General Educational Development (GED) certificate and 159 million have earned their high school diplomas. However, 33 million adults are without any high school credentials (Reder, 2007). In light of these circumstances, it is critical that adults who do not possess the necessary literacy and specific job skills have access to postsecondary educational opportunities. These educational opportunities need to assist adult learners to increase their knowledge and skills. Furthermore, policy, practice, and planning must include transition so that movement through the various levels of education, securing viable employment, and building careers for the greatest quality of life are possible (Lekes et al. 2007; Oertle, & Trach, 2007; Will, 1984; Wittenburg, Golden, & Fishman, 2002).

In an effort to change state education and employment policy, the Joyce Foundation began the Shifting Gears (SG) initiative (see http://www.shifting-gears.org) in 2007 to support policy change in Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin. The primary goal of SG is to create a more favorable policy environment for educating adults with limited education and skills by strengthening postsecondary, Adult Basic Education (ABE), Adult Secondary Education (ABE), English as a Second Language (ESL), and workforce education and training systems. The SG initiative is focused on systems change to reduce and eliminate barriers that impede access to educational opportunities and preclude adult with limited skills from earning credentials, securing meaningful employment, and providing for themselves and their families and ultimately contributing to a healthy economy. Illinois' SG initiative is strategically connected to the state's Critical Skills Shortage Initiative (CSSI), targeting three industry sectors: healthcare; manufacturing; and transportation, distribution, and logistics (TDL). Illinois' SG

initiative is also directly linked to the state's Programs of Study (POS) implementation associated with Carl D. Perkins federal legislation, the Workforce Investment Act (WIA), Titles I and II, as well as other state initiatives supporting adult training and retraining, workforce education, and economic development. The Illinois Community College Board (ICCB) provides leadership for the Joyce Foundation grant, with support and matching funds from the Department of Commerce and Economic Opportunity (DCEO). An early effort of the SG initiative was the development of the Illinois bridge definition which includes three core elements: contextualized instruction, career development, and transition services (Illinois Community College Board, 2009; see also bridge definition http://occrl.illinois.edu/files/Projects/shifting_gears/Bridge%20Definition.pdf). The purpose of adult education bridge programs is to prepare adults "to enter and succeed in credit-bearing postsecondary programs, thus leading to career-path employment in high-demand, middle- and high-skilled jobs" (Price & Roberts, 2009, p. 11).

A subsequent strategy of Illinois' SG initiative is the creation of adult education bridge programs. Preliminary findings from an evaluation of pilot sites affiliated with Illinois' SG initiative indicate that bridge programs may play a crucial role in providing access to basic education, job-related specific training, and transition to further education and employment (Bragg, Harmon, Kirby, & Kim, 2009). Bridge programs that combine classes such as English and math with career-specific classes such as healthcare, manufacturing, or TDL appear to be assist students to see the connection between their learning, future job, and possible career (Connell, 2008; Bragg et al., 2007). In the best cases, bridge programs are student-centered and supported by partnerships and collaboration among different departments within community colleges (e.g., adult education and Career and Technical Education programs), and with business, industry, community based organizations, and so on, that combine resources, shape policy, and carry out practices to assist adult learners to move beyond ABE, ASE, and ESL programs (Bragg et al., 2009).

THIS EVALUATION

For this project, 10 Illinois adult education bridge programs were evaluated, with support of the ICCB. The ICCB is taking a phased approach to bridge implementation in that a first phase of grants was awarded to 10 sites to support the *development* of the core bridge elements: (a) contextualized curriculum, (b) career development, and (c) and transition services (ICCB, 2009). In the second phase, grants were awarded to support *implementation* of the bridge programs by operationalizing these and potentially other elements that emerge as important to student success. Bridge programs were required to be developed in one of three CSSI identified industry sectors: healthcare, manufacturing, or TDL. The 10 sites that are the subject of this evaluation are: College of Lake County, Elgin Community College, Township High School District 214 Community Education (District 214), Jewish Vocational Services, Kaskaskia College, Lewis and Clark Community College, Pui Tak Center, Rock Valley College, Shawnee Community College, and Triton College.

An important aspect of Illinois' strategy for implementation of bridge programs is a strong focus on evaluation. Shifting Gears Phase 1.0 (SG 1.0) utilized evaluation as a means to describe bridge implementation and inform local and state decision-making processes (Bragg et al.,

2009), setting a foundation for further evaluation and scale-up of bridge programs throughout the state. The Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign was awarded a grant by the ICCB to evaluate the implementation of bridges at the 10 aforementioned sites. We drew from the outcomes and lessons learned through SG 1.0 to design and conduct this evaluation project.

Evaluation Purpose, Goals, and Approach

The overarching intent of this evaluation was to generate knowledge that could be used to further develop adult education bridges in the state of Illinois. The primary evaluation goals were to describe and assess:

- implementation characteristics;
- alignment with Illinois' bridge definition;
- nature and utility of collaboration;
- extent and nature of challenges encountered during implementation; and
- methods and measures that are or could be utilized to evaluate student outcomes.

In addition to our primary goals, a supporting objective was to document emerging and promising implementation practices that could be further developed, studied, and replicated by others. Our evaluation was concurrent with the implementation. As such, we intended for this technical report to be utilized to inform the continued development, implementation and improvement of bridge programs, not to make causal judgments about the impact of these programs on student outcomes. Assessment of student outcomes will be important once the programs mature and stabilize that evidence of student performance can be linked to core components in a meaningful way.

EVALUATION DESIGN AND METHODS

Evaluation Questions

Mixed methods were utilized for this evaluation and relied on qualitative and quantitative data collection at multiple points in time throughout the evaluation period. The questions guiding this evaluation were:

1. What are the implementation characteristics of each bridge program?
2. What is the nature and utility of collaboration and partnership?
3. To what extent does the program align with Illinois' bridge definition?
4. What are significant challenges encountered in initial implementation, and what strategies are employed or recommended to overcome them?
5. What methods and measures can be or are being used to assess student outcomes?

These evaluation questions were addressed by our evaluation team. In Appendix A is a tool that was utilized to guide our evaluation. We made slight changes to the information that we gathered as we progressed through our evaluation activities. Some changes were made to reflect decisions generated by our evaluation team discussions (e.g., which data to collect) and other changes were made to reflect progress in our evaluation based on data that our team collected.

Data Collection

Data collection methods included: (a) development and review of logic models with bridge administrators; (b) document review and analysis of bridge proposals and supporting materials; (c) one-day site visits that included collection of documents (e.g., marketing materials, syllabi, student goal and progress forms), semi-structured interviews, classroom observations, and student focus groups; (d) follow-up conference calls with administrators, faculty, and staff; and (e) analysis of data from the Illinois Bridge Status Survey. All data collection activities were conducted between November 2009 and May 2010.

By design, we gathered data using methods for triangulation, holism, and expansion purposes. Triangulation provided a means for cross verification from more than two sources to increase validity. Holism, also called, complementarity, was a data collection design approach used for understanding complex phenomena where a simple yes or a simple no is impossible such as the phenomenon that is linked to an activity as complex and multifaceted as adult bridges. Collecting data for expansion assisted with increasing the reach and extensiveness of the program evaluation (Caracelli, & Greene, 1997; Greene, 2007).

Logic Models (see Appendix B)

We engaged the administrators in the evaluation from the earliest stages of the project, starting with a meeting held in November 2009. During this meeting, the evaluation goals and design was presented and the administrators were engaged in developing logic models based on their proposed program design and implementation plan. These logic models were updated in spring 2010 after implementation began. Logic model data were collected to provide a means to uncover the underlying program logic. According to Rogers (2007), logic model data "…can be a very good start…for programs and policies that are being developed as well as evaluated" (p. 64). As noted above, these data were collected near the beginning and again near program completion in an effort to document and assess changes in program logic during the implementation process.

Program Proposals

Prior to the site visits, we reviewed the bridge proposals and associated documents that were submitted to the ICCB. Our document review process included developing a template for each site that was used to inform the data collection activities during the site visits. These templates were revised throughout the data collection process, and changes in programming were noted. These templates were later utilized to craft individual bridge program profiles that are shown in Appendix C. Program proposals provided data to assist in our understanding of the proposed program purpose, goals, activities, and intended student outcomes. Further, these data included

descriptive information about program staff, bridge partners, and curriculum development at a greater level of detail than the body of this report.

Site Visits

We visited the 10 sites during initial implementation of their bridges in March and April of 2010. All site visits included semi-structured interviews with the administrators and bridge faculty. We spoke with representatives from partner organizations as well. Three different interview protocols were used for interviews with administrators/staff, faculty, and business and industry partners. To learn about the program from the student perspective, students were asked to voluntarily participate in a 30-60 minute focus group. In addition to interviews and focus groups, we conducted observations of a segment or multiple segments of the classroom instruction. All observations were recorded on a standard form, varying in length and the type of content observed. All interviews and focus groups were recorded and transcribed. In addition, we took field notes during all components of the site visits, and most one-on-one interviews were recorded and transcribed. We also collected program documents such as marketing materials, syllabi, text book titles, and examples of lesson plans. Data generated through site visit interviews, student focus groups, program documents, and observations assisted in our understanding of current program implementation practices. The purposes of these site visits were to observe facilities and instruction; interact with administrators, faculty, staff, students, and bridge partners; and access documentation (e.g., marketing and general program information, course materials) to understand how initial implementation was happening and ascertain the key features of the program at the outset of its delivery.

Conference Calls

To reconnect with bridge program administrators, staff, and faculty after our initial site visits and gain further information on the progress of bridge implementation at the conclusion of the program, we conducted conference calls with each site in late May 2010. Each call was audio recorded and notes were taken during the call. After the second of our 10 conference calls, our evaluation team began to have 30 to 60 minute debriefing discussions. We used these discussions as a means to process and expand these data as we discussed what was learned and how this information compared across sites. Our evaluation team discussions were audio recorded and later transcribed.

Illinois Bridge Status Survey

Throughout the late spring of 2010, the Illinois Bridge Status Survey was distributed to all community colleges and adult education providers in Illinois, including the 10 bridge sites associated with this evaluation. The survey was completed by an administrator at each of the 10 sites implementing adult brides with ICCB funding. Survey results that were pertinent to the evaluation questions are reported in this technical report, and a description of data supplied through the online survey by the pilot sites is located in the online directory on the OCCRL website (see http://occrl.illinois.edu/projects/shifting_gears/bridge_directory) and the report by Taylor and Harmon (2010) titled Bridge Programs in Illinois: Results of the 2010 Illinois Bridge

Status Survey. We utilized these data to enhance our descriptions of the various program components, nuances, and details and to assist in the triangulation of findings.

Data Analysis

Our analysis involved careful review and interpretation of the accumulated data. The initial step was to craft a bridge profile for each site (see Appendix C) from the implementation grant proposals and the supplemental materials (e.g., curriculum development information, program marketing materials). Later, the data recorded on the bridge profiles were cross checked with data collected from the different methods (e.g., logic models, site visit interviews, and the Illinois Bridge Status Survey). Follow-up conference calls were utilized to insure the results presented in these profiles were an accurate depiction of the bridge programs as they were reaching the conclusion of their initial offering. As more data were collected throughout spring 2010, the individual bridge profiles were modified and updated. We reviewed these data for each site and then conducted a cross-site comparison to identify commonalities in themes and patterns among the bridge programs. Following the conclusion of our data collection, we conducted further review, discussions, and comparison of the data in June and July of 2010 where the individual bridge profiles were adapted, and the cross-site analysis was conducted again to strengthen our program descriptions and deepen our understanding of the themes and patterns and identify any new or changing phenomena. The emergent themes reflect our collective experience, intelligence, and wisdom operating as evaluators and researchers both independently and interdependently. In June, the Illinois Bridge Status Survey data were summarized, and tables were created by a member of our evaluation team, and shared with the full team for review and careful consideration in terms of common and distinctive results across bridge sites. Conclusions and implications were drawn from the analyses of individual and cross-site findings.

Limitations

This evaluation had two significant limitations. First, the activities of this evaluation were conducted over a short timeframe, which allowed for only one visit site at each program. Second, while this evaluation did generate descriptive information about bridge strategies, implementation challenges and potentially promising practices, it is premature to offer new knowledge of program effectiveness from the standpoint of student outcomes. Further analyses of student level data are required to measure program impact, and this phase of the evaluation will be conducted in in the future.

Organization of this Report

This evaluation report includes a section on results according to the program design; collaboration; bridge definition; policy and programmatic challenges; and methods and measures that can be or are being used for student outcomes. In each of these sections, cross-site findings are organized and reported by evaluation question. Following these sections are the emerging promising implementation practices. The report concludes with discussion and recommendations for future policy and practice. Included in the appendices are the Evaluation Plan Guiding Document (see Appendix A), the bridge program logic models (see Appendix B), and the individual bridge programs profiles (see Appendix C).

RESULTS

Program Design

In this section, we present the findings to answer evaluation question #1: ***What are the implementation characteristics of each program?*** To fully answer this question, we present the findings organized by sub-questions that address program goals, targeted population, core components, instruction methods, and program partners.

What are the program goals?

Program goals were documented in several ways, including the bridge proposals to ICCB, interviews with bridge staff, logic models displaying the program components, and the Illinois Bridge Status Survey. Most prevalent among the stated goals captured from local program writing and through interviews with administrators, faculty, and staff was the desire to create opportunities for students to transition from the bridge into either postsecondary education or a career within a respective Career Cluster/sector of healthcare, manufacturing, or TDL. Some sites articulated specified the development and implementation of contextualized curriculum in their statements of purpose. Several sites also articulated a clear desire to expose students to career exploration and development activities aimed at enhancing understanding of the respective occupational field. Also, some sites specified a desire to enhance students' understanding of subsequent educational opportunities in an occupational field.

Responses to *Which of the following do you consider bridge outcomes?* on the Illinois Bridge Status Survey also illuminate intended program goals based on identified outcomes for students. These results are displayed in Table 1. In the tables, the sites are categorized according to target populations (i.e., ABE, ASE, ESL, or combination). The terms 'bridge outcomes' were used to describe the intended and anticipated results of students' participation in the bridge coursework. Of the seven outcomes listed on the Illinois Bridge Status Survey, all but two of the sites selected at least four potential outcomes, and three sites selected six potential outcomes, suggesting that all 10 bridge sites consider there to be multiple options for students upon completion. Not surprisingly, all sites considered the completion of the bridge as an outcome. Similarly, most of the sites considered enrollment in general credit courses, enrollment in occupational courses, entry into employment, and completion of the GED potential bridge outcomes.

Elgin Community College, Jewish Vocational Services, and Rock Valley College responded that enrollment in developmental education courses was a bridge outcome on the survey. All three of these sites targeted students with lower English proficiency, and all of them also selected enrollment in postsecondary courses as a bridge outcome, thus it is possible that bridge staff anticipate their students will be eligible for enrollment in either credit or non-credit coursework after completion of the bridge.

Interviews with staff during site visits corroborate the Illinois Bridge Status Survey findings associated with most sites, indicating multiple potential outcomes for students upon completion of the bridge. For example, one coordinator said,

> Hopefully they will be employability ready. Or, if they decide to go into training we can make sure that we get them over the developmental hump so they can go on into nursing or whatever allied health program that they would like to go into.

Individuals who were associated with other sites indicated immediate goals, such as getting their students “through the GED” or getting “to test out of developmental education level after the bridge.”

Table 1. Intended Bridge Outcomes, by Demonstration Site

	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	
Intended Bridge Outcome	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	TOTAL
Completion of Bridge	X	X	X	X	X	X	X	X	X	X	10
Enrollment in occupational credit that lead to the completion of an approved certificate, AAS, AA, or AS program	X	X	X	X	X	X	X		X	X	9
Enrollment in general credit courses that lead to the completion of an approved certificate, AAS, AA, or AS program	X	X	X	X	X	X		X		X	8
Completion of GED	X	X	X	X	X			X	X	X	8
Entry into employment	X		X	X	X	X	X	X	X		8
Enrollment in developmental education courses		X				X			X		3
Completion of developmental education courses				X		X			X		3
TOTAL	5	5	5	6	5	6	3	4	6	4	

Who are the targeted populations?

The 10 sites utilized several methods to determine student eligibility for participation in the bridge programs. The most notable method was a placement score associated with the Test for Adult Basic Education (TABE) and/or the Combined English Language Skills Assessment (CELSA). Eight of the 10 sites had a TABE and CELSA requirement suggesting their bridge was open to ABE/ASE or ESL students. The other two sites, Kaskaskia College and Lewis and Clark Community College, did not use an ESL assessment, which suggests they did not enroll ESL learners. Alternatively, two sites, Jewish Vocational Services and Pui Tak Center, primarily targeted ESL students but did not use the TABE. Two sites either used BEST testing in combination with the CELSA and/or TABE (i.e., District 214 and Pui Tak Center). One site, Rock Valley College, used BEST and TABE but did not use CELSA. Table 2 displays the TABE and CELSA eligibility requirements for the 10 sites based on information provided by the sites on the bridge survey, logic models, and project profiles.

Beyond the stated eligibility requirements, bridge administrators indicated they were seeking students with an interest in the respective occupational sector and intentionally recruited students who indicated an interest in healthcare, manufacturing, or TDL. For example, a student at College of Lake County said,

> I basically wanted to be a nurse when I started this program but since I'm looking into it there are so many fields I want to try. I'm enjoying this program. I never thought I would be able to explore so many things. I thought only nursing and doctor, and there are so many other options.

Whereas this student's career interest matched the occupational field associated with the chosen bridge, this was not always the case. At Kaskaskia College, one student who enrolled in a healthcare bridge was not interested in the healthcare field, but rather was interested in education. When asked about (her or his) interest in the health field, the student responded, "Honestly I don't have one, I really don't think I want to go into healthcare. I want to be a teacher…" Despite this sentiment, this student enrolled anyway because of prior experience with the instructor. This student went on to say, "I'm thinking about maybe doing something with the surgical field, it's just something [I am thinking about] because I like this instructor, you know she is good. It's [exploring healthcare] part of the GED and this opens your options and gives you more of a path."

Table 2
TABE and CELSA Eligibility Requirements

Population Served	Adult Ed Bridge Site	TABE Math	TABE Reading	CELSA Level(s)	Academic Eligibility
ASE/ESL	College of Lake County	6.0 < 8.9	9.0 < 12.0	Low Intermediate ESL, High Intermediate ESL, & Advanced ESL	9.0 and above on TABE; Upper intermediate ESL
	Elgin College	Not Required	9.0 < 12.0	High Intermediate ESL & Advanced ESL	Intermediate – advanced ESL
	Triton College	9.0 < 12.0	9.0 < 12.0	High Intermediate ESL & Advanced ESL	Upper level GED students including recent grads; Level 4&5 ESL
ABE/ASE/ESL	Shawnee Community College	6.0 < 8.9	6.0 < 8.9	High Beginning ESL	ASE Students 6.0+ on TABE Reading; Level 4&5 ESL
	Township High School District 214	6.0 < 8.9	6.0 < 8.9	At or above the low-intermediate ESL level Also use BEST test	TABE Math & Reading from 6.0 through pre-college level; ESL at or above low-intermediate ESL
ESL	Jewish Vocational Service	Not Required	Not Required	Low Intermediate ESL	Low-Intermediate ESL Students
	Pui Tak	Not Required	Not Required	Low Intermediate ESL, High Intermediate ESL, & Advanced ESL Also use BEST test	Intermediate and Advanced ESL students
ABE/ASE	Rock Valley	Not Required	6.0 < 8.9	N/A – Use BEST Test	6.0-8.9 TABE Reading level; Intermediate ESL
ABE/ ESL	Kaskaskia College	6.0 < 12.0	6.0 < 12.0	Not Required	6.0 minimum in TABE Math and Reading
ASE	Lewis & Clark	6.0 <12.0 & > or = 12.0	6.0 <12.0 & > or = 12.0	Not Required	ASE Students (and students who are close to ASE and dedicated)

What are the core components (knowledge/skills) of the curriculum? What are the methods of instruction?

Curriculum and Instruction

Each of the 10 sites approached curriculum and instruction through what each considered a contextualized curriculum and instruction framework. Employing a contextualized approach was expected by our evaluation team because it was required in the ICCB development and implementation grant guidelines which were based on the state's bridge definition. Contextualized curriculum is one of three required elements of a bridge program (ICCB, 2009). The deliberate intent to use contextualized curriculum was documented in all 10 proposals, logic models, and were articulated by bridge staff during our interviews. Bridge instruction at all 10 sites focused on delivery of contextualized math, writing, and reading curriculum with the respective occupational content in various ways.

Among the healthcare sites and the manufacturing site, it was common to include occupational terminology (medical or manufacturing) as part of the reading components. At Triton College, contextualization also included concepts of anatomy and physiology as well as medical math. The Lewis and Clark Community College bridge program also offered medical math. When students successfully completed the medical math in Lewis and Clark's bridge program they fulfilled a requirement for the college's healthcare program, thus earning college credit. Students at Shawnee Community College and Rock Valley College spent a day learning CPR and earned certification, and at Pui Tak Center, the curriculum included basic healthcare technical skills such as taking blood pressure and pulse. Finally, the TDL site, Rock Valley College, integrated basic instruction with TDL equipment operation. Contextualized curriculum was a major component of bridge instruction at all 10 sites. Evaluation questions #3 (program alignment with bridge definition) and #4 (implementation challenges) in this report include more information on curriculum and instruction.

Other Curricular Components

Two critical pieces of the curriculum relate to the goals of most bridge programs: the integration of contextual knowledge of how to access further education, also known as part of 'college knowledge' (Conley, 2005) and career exploration and development. First, the integration of some 'college knowledge' was nearly universal, with varying levels of implementation among the sites. The most common activity was providing the students with a tour of the college campus. For example, the bridge staff at Elgin Community College arranged for students to tour the health career classes on campus. Although the college main campus was the site of seven of the 10 bridge programs, the three sites not located on a main campus (e.g., Pui Tak Center, District 214, Shawnee Community College), integrated campus tours visiting multiple offices such as financial aid and assessment. Additionally, some tours included discussions with faculty from the associated college career programs and tours of program laboratories. For programs whose instruction was conducted at the main college campus, students were still provided tours. Beyond tours, programs had other techniques for infusing 'college knowledge' into the curriculum. For example at all of the sites, speakers were brought in to provide information regarding financial aid application and admission to the community college. At Triton College,

students were in weekly contact with mentors who provided information and answered questions about going to and succeeding in college. While activities to engage students in the development of 'college knowledge' were evident at all 10 sites, what our evaluation uncovered were modest examples and most likely inadequate to meet students' transition needs, especially for students who are the first generation in college.

Second, the integration of career exploration and development was manifested in multiple ways, both inside and outside of the classroom. Evaluation question #3 (program alignment with bridge definition) in this report directly addresses career development as it is one of the three core elements of Illinois' bridge definition. Our findings on career development are presented in that section of this report.

Some of the activities described in this section are closely associated with transition and support services. The third research question more closely addresses the various transition and support services associated with the bridges. However, the above examples illustrate that certain types of transition and support services are manifested in the bridge curriculum in the form of general information about how to access further education about college and career exploration and development.

Who are the program partners?

Table 3 displays the partners involved in the development, support, funding or other activities related to the bridge programs based on the survey data. Most of the bridge sites indicated between two to four partners, with the exception of Elgin Community College that indicated six partners. By far, the most common partner was the community college, with nine of 10 sites identifying the college. Only Jewish Vocational Services, one of the three sites not located at a community college, did not identify a community college as a partner. The next most common partners were Business/Industry/Employer (6 of 10 sites), followed by the Workforce Investment Act (WIA) providers (5 of 10 sites). Fewer bridges, four of 10, identified other adult education and a state government agency partners as partners. Still fewer adult providers identified an adult education community-based organizations (3 of 10), and a K-12/regional offices of education and a community action agency were identified by two of 10 programs. Private foundations and federal government agencies were not cited as partners by any of the 10 bridge sites.

Table 3

Partners Involved in the Development, Support, Funding, or Other Elements of Bridge Implementation

	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	
Partner Type	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	TOTAL
Community College (not Adult Education)	X	X	X	X	X		X	X	X	X	9
Business/Industry/Employer		X		X	X		X	X	X		6
Workforce Investment Act	X	X		X			X			X	5
Adult Education/Other	X				X	X				X	4
State Government Agency		X	X	X	X						4
Adult Education Community-based Organization		X				X	X				3
Adult Education K-12/Regional Office of Education		X						X			2
Community Action Agency								X	X		2
Private Foundation											0
Federal Government Agency											0
TOTAL	3	6	2	4	4	2	4	4	2	3	

Collaboration

This section is guided by evaluation question #2: ***What is the nature and utility of collaboration and partnership?***

Our evaluation team observed and reviewed documentation about collaboration that was critical to the implementation of the bridges in a number of partnerships. Despite the challenges faced with partnering, all 10 bridge sites utilized internal and/or external partners for the development and implementation of their programs. An administrator from one site mentioned that developing partnerships within community colleges with units such as continuing education, healthcare, and biology was challenging, but rewarding. She said,

> Partnering with continuing education and credit education is starting to change the attitude toward adult education. I think they're realizing they have a pool of people who are motivated to go on to further education; people I talked to have a changed attitude; recognizing they have a pool of people to talk to.

This suggests that these partnerships may assist in increasing the visibility or credibility of the students who participate in the adult education bridge as potential future students.

Formation of internal and external partnerships helped to build needed capacity and leverage resources. An example of effective collaboration is reflected in one business/industry partner's comments:

> It is a very cooperative working relationship, not only from the college side as well as from the business side. It's been nothing but positive, not 'no, we can't do that' because it's been more of 'yeah, we can', or 'could we include this in the curriculum?' rather than just developing something in a vacuum and saying, 'here's what we think you need'. They worked with their business partners throughout.

Without partnerships between the adult education programs, their home community colleges, and employers these bridge programs could not have been implemented. Bridge implies student movement to further education and employment. For an adult education bridge to function as intended, partnerships are necessary because the capacity and resources within adult education alone are insufficient. One curriculum developer put it this way,

> They [business/industry partner] just supplied a lot of information for us. They supplied vocabulary. There's a huge vocabulary list in here. We did some research on vocabulary but they gave us from Occupational Safety and Health Admission (OSHA) what they're looking for. They got very specific as to why people lost jobs and what would make a potential employee more attractive to them. That all went in here.

Various approaches were taken to build partnerships to support bridge development and implementation. Triton College staff focused on a primary partnership with the college's Career and Technical Education and Continuing Education programs. This decision was based on maximizing resources and utilizing the work that had already been done to develop partnerships

with business and industry within the Career and Technical Education and the Continuing Education programs. Another example is the Pui Tak Center, a community-based organization, whose primary partnerships were with a Malcolm X Community College Career and Technical Education program, specifically the Certified Nursing Assistant (CNA) program, and their local healthcare providers. These partnerships reflect the mission of the Center to support adult learners as a means of investment in and to improve the local community.

District 214 chose another approach, partnering with William Rainey Harper College adult education/ESL providers. Where this partnership might not have been possible due to earlier competition between the organizations, now both District 214 and William Rainey Harper College adult education/ESL providers saw the benefit of working together. District 214 utilizes this partnership to connect with the Career and Technology Education programs in manufacturing capitalizing on the work that the ABE/ESL units have already done and continue to do at William Rainey Harper College. One more example is Rock Valley College who focused on their partnership with Continuing Education and TDL business and industry partners. Through these partnerships, students participating in the Rock Valley College bridge program were able to earn industry recognized certificates such as CPR, and they were interviewed for employment. While partnerships varied among the bridge sites to meet program needs, there were a number of commonalities. Table 4 displays a brief description of the role of the major partners.

Table 4
Collaborative Partnerships and Roles of the Partners

Partner	Description of Role
Adult Education/ESL Provider	Secured funding for program development and implementation
	Utilized research and information collected to develop and implement curricula beyond tradition GED and ESL programming
	Marketed bridge program
	Developed partnerships
	Recruited students for the bridge program
	Provided support and transition services to students
	Supplied instructor(s)
Continuing Education	Supplied instructor(s) for contextualized coursework
	Provided access for students to earn industry recognized certification such as CPR, forklift operation
Community College Career and Technical Education Program	Provided instructors for contextualized coursework
	Gave tours to bridge students
	Presented career information to bridge students
Business/Industry	Identified skills and supplied information regarding employment requirements
	Reviewed curricula and gave feedback
	Gave tours and spoke with students
	Provided mock interviews and potential employment

Bridge Definition
(ICCB, 2009, also see
http://occrl.illinois.edu/files/Projects/shifting_gears/Bridge%20Definition.pdf)

This section is guided by evaluation question #3: ***To what extent does the program align with the Illinois' bridge definition?*** The findings are presented for each of the three bridge definition core elements: contextualized instruction; career development; and transition services. Overall, it

appears that the guiding, underlying program logic was based on the guidelines set forth by ICCB and included in the RFP (ICCB, 2009). However, we found that these guidelines were quite board, the core bridge elements were new to adult education, and there was limited professional development or prior training. This combination resulted in implementation of a similar bridge framework across sites with many interpretations of the core elements manifesting in multiple and varying strategies. Descriptions of the findings regarding the three core elements of the bridge definition are presented next.

Contextualized Instruction

The first core element of the Illinois' bridge definition is contextualized instruction defined as curriculum that "integrates basic reading, math, and language skills and industry/occupational knowledge" (ICCB, 2009). The Illinois Bridge Status Survey included several statements related to curriculum and instruction that are included in Table 5. One statement was designed specifically to represent this element: "Bridge curriculum integrates basic reading, math, and language skills (academic content) with career and technical content (i.e., contextualized curricula)." All 10 sites reported this statement was applicable to them and all sites reported partner input in the development of curriculum. The next most frequently reported statements were instructor access to professional development for contextual instruction and teaching strategies (9 of 10), active employer involvement (7 of 10), and the inclusion of entry-level knowledge and skills (7 of 10). Statements with the smallest number of responses included instructors' education or experiences in the associated occupation (4 of 10), the sharing of instruction by an occupational instructor and a GED, ESL, ABE, developmental education (3 of 10), and the delivery of instruction by one or more instructors (2 of 10). During site visits, most bridge program staff discussed the curriculum efforts in detail, many of which included involving local employers to provide input on curriculum, lesson planning, career development, and share resource materials. We observed adult learners learning vocabulary and practicing reading comprehension using an employee handbook and hazardous materials statements. Mathematics skills were incorporated into inventory control practices and dosage problems. We observed instruction using industry specific tools such as handheld scanners and blood pressure and heart monitors to teach students how to use technology in work applications. Similarly, statements related to instructor experience and the pairing of instructors confirms findings from the site visits. Whereas the statement about instructors having access to professional development on contextualized instruction was selected by 9 of the 10 sites, our site visit interviews revealed more professional development is needed. (More results are provided on professional development in the challenges section of this report).

Table 5
Contextualized Instruction

Statement	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	TOTAL
	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	
Bridge curriculum integrates basic reading, math, and language skills (academic content) with career and technical content (i.e., contextualized curricula).	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10
Bridge curriculum is developed collaboratively with input from partners.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10
Instructors have access to professional development directed at contextual instruction and teaching strategies.	Y	Y	Y	Y	Y	Y	Y	Y	Y		9
Bridge curriculum contains the knowledge and skills common for entry level occupations within the industry/Career Cluster.	Y		Y	Y	Y	Y		Y	Y		7
Employers are actively involved in the bridge curriculum development and/or bridge instruction delivery.		Y		Y	Y	Y	Y	Y	Y		7
Instructor qualifications include education or experience in the occupational field associated with the Bridge.			Y	Y		Y		Y			4

Statement	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	TOTAL
	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	
Instruction is shared between an occupational instructor and any of the following: a GED, ABE, ESL, Developmental Ed, or academic (math, English) instructor.			Y	Y						Y	3
Instruction is delivered by two or more instructors in the classroom.	Y		Y								2
TOTAL	5	4	7	7	5	6	4	6	5	3	

Career Development

The second core element of the Illinois' bridge definition is career development, a component defined as that which, "includes career exploration, career planning within a career area, and understanding of the world of work (specific elements depend upon the level of the bridge program and whether participants are already incumbent workers in the specific field" (ICCB, 2009).

Career exploration and development activities were diverse and included experiences such as tours of local business and industry, guest speakers from business and industry, specific workshops related to career pathways, job shadowing, and career exploration workshops. Some activities occurred during class time and others did not. For example, at Kaskaskia College, the instructor arranged for students to observe a nearby veterinary clinic during class time. As a result of this experience, the clinic veterinarian invited the students back, and with the instructor's assistance one student took advantage of the opportunity for more job shadowing experience outside of class time. Elgin Community College took field trips to two partner employers, both hospitals. Embracing both tours and guest speakers, the bridge program at Pui Tak Center arranged to have students visit a hospital and invited the Director of Employer Services from another local hospital to conduct a workshop providing the employer's perspective on employment in healthcare.

Table 6 includes four statements from the bridge survey relevant to the element of career development. Respondents of all 10 bridges indicated that career exploration and development activities are integrated with other academic content and career development activities, including exploration and planning in the respective occupational areas.

The range of career development activities was broad, although there were some overlapping strategies. One of the most common strategies was tours of related employer facilities and/or inviting guest speakers to the class. For example, nine of the 10 bridge sites indicated that career assessment activities were individualized, and we identified several examples. The fourth statement in Table 6 referred to an Individualized [Bridge] Career Plan (ICP) in which seven of the 10 sites indicated they use the ICP (one site did not respond). The format and implementation of the ICPs varied among the sites that used them. Some sites had very formal ICPs, such as District 214 that used individualized bridge Career Plans and Rock Valley College that used TDL Career Express Goal Setting Worksheets. Pui Tak Center adapted a career development framework from The Center on Education and Work (CEW) at University of Wisconsin. This model consisted of six components with three major activities. The six components include knowledge of world-of-work, knowledge of self, occupational information, make decisions, plan your career, and implement plan. The three major activities were: access to bridge class and transition services, offering career exploration workshops, and creating individualized employment plan. This career development framework guided their bridge development and the activities were incorporated in the implementation. Other sites used an informal process where students meet with the Career Service Specialist who spoke with students about career pathways in healthcare, such as Kaskaskia College, or an optional individual plan (IP), such as Lewis and Clark Community College. Despite whether or not the bridge used an ICP or IP, most sites indicated a commitment to individual student needs via required individual goal-setting sessions

(e.g., Rock Valley College) and the use of career counselors (e.g., Kaskaskia College, Jewish Vocational Services).

Several sites integrated career exploration and development into the curriculum. An example of this is was at Rock Valley College where the instructor noted that the first part of class most days was dedicated to the "career training" component of the bridge, which included basic employment skills, appropriate employment strategies, interview skills, and resume writing. A few of the more instances of career exploration activities were courses offered at College of Lake County and a culminating activity at Lewis and Clark Community College. At College of Lake County, students took part in career development instruction as part of their bridge work where they created resumes, developed job search skills, practiced interviewing, and used web-based applications. In addition, after completing the GED, students could enroll in a college level class on careers in health field offered by the biological health sciences. This course was designed by a biological health sciences instructor in partnership with the bridge instructors and specifically created for students in adult education who took the bridge coursework. At Lewis and Clark, the final bridge activity involved college staff posing as potential employers for mock interviews. The purpose of the activity was for students to utilize their resumes, respond to interview questions, and use the networking skills they had practiced and rehearsed during their participation in the bridge program. These examples illustrate how career development was integrated intentionally into the bridges curriculum. Traditionally, adult education programs often have not included such activities and students had to seek these opportunities individually, but all 10 bridges sites were designed to include basic employment skills or similar topics as a primary curricular component. Unfortunately, our data collection methods did not permit us to judge the intensity or full experiences of career development offered by each site, but it was clear that career development was woven throughout the curricula which likely provided a range of experiences for students to explore.[1]

[1] Refer to the site templates in Appendix C for a list of career development activities implemented at each site.

Table 6
Career Development

Statement	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	TOTAL
	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	
Bridge curriculum integrates basic reading, math, and language skills (academic content) with career exploration and development.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10
Career development includes career exploration and planning within the Career Cluster/occupation.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10
Career assessments are used to determine students' career interests and abilities.	Y		Y	Y	Y	Y	Y	Y	Y	Y	9
All bridge students complete Individual Career Plans (ICP).	Y	Y		Y	Y	Y			Y	Y	7
TOTAL	4	3	3	4	4	4	3	3	4	4	

Transition Services

The third core element in the bridge definition is transition services, which refers to services "that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs." The definition lists examples of services and does not mandate or require any specific type of service, but indicates they be provided "as needed and available" (ICCB, 2009). The Illinois Bridge Status Survey included a basic list of transition services and asked respondents to identify which transition services were provided.[2]

Table 7 displays the transition services provided by each bridge site, based on the bridge survey. Examples of services provided by all bridge sites are assistance with the college admissions process, career advising/career coaching, and academic advising. These findings are consistent with program goals as well as site visit data. As previously reported, all programs had dual goals of transitioning students to either college or a career, and these goals were supported with basic advising services to facilitate these processes. Whereas the findings from the bridge survey and our site visits indicate all sites provided these services, site visit data also allow a more nuanced picture of these services. One program administrator summed up transition by focusing on moving students to the next experience with college or work,

> The whole concept of transitions [by] keeping people constantly moving forward, moving up, because in the olden days, it was just enough that they were here basically around 2, 3, 4 years and doing kind of the same thing, well, that was ok too, because it was important that they were here. But we're learning now that it's important that they move on out of here. That being here is not the end all and be all, it's where they go from here.

One transition strategy introduced by some sites was the use of a transition coordinator or case manager as a primary contact person for student needs during and after the program; however, the implementation of this service strategy varied across sites. There were four variations of this finding: 1) the transition coordinator as a designated support apart from other bridge staff; 2) the instructor serving in a dual role as transition coordinator; 3) the program coordinator serving a triple role as transition coordinator and instructor; and 4) the absence of a transition coordinator. No matter if they were in a single, double, or triple role, transition coordinators were involved with student throughout the bridge journey. Transition coordinators assisted in recruiting students. Some recruitment activities included giving presentations to potential students, creating bridge flyers and pamphlets, using mass media for marketing, and assisting with bridge enrollment. Transition coordinators were involved in student retention. Some typical retention services were arranging for assistance with study skills support, tutoring, childcare, and transportation. Furthermore, transition coordinators were involved with transition services specific to planning for and assisting students upon bridge completion and beyond. Some examples of services included providing and sharing resources through interagency collaboration, goal setting and planning, and making referrals. For example, at District 214, the transition coordinator played an active role meeting with students regularly to update

[2] The question asked respondents if the service is an intentional part of the program or designed specifically for the program, but it did not ask them to indicate if the service is not provided. Thus, a non-response is presumed to indicate that the service is not available or intentionally provided to students.

individualized bridge career plans and provide references and support services, as needed. This transition coordinator served other students in the adult education program (not bridge students exclusively), and she assisted with a number of program activities, including offering trips to the local library, assisting at the Illinois Department of Employment Security (IDES) job fair, and giving a tour of William Rainey Harper College. At other sites, such as Shawnee Community College and Kaskaskia College, the instructor was the primary contact person for the students. A few of the sites did not provide a transition coordinator. At College of Lake County, there was not a designated transition coordinator, but the instructors and the project coordinator (who was also an instructor) shared the role including spending significant hours one-on-one with students. Similarly, Triton College did not have a transition coordinator but employed a different approach by using mentors to provide student support. The mentors had regular contact with the bridge students on a weekly basis, either in person or via email or phone. The Triton College bridge staff indicated that the use of mentors helped them identify problems and issues encountered by students so they could address them, as needed. Acknowledging that some students enrolled in the bridge have little experience in a college setting, the bridge staff indicated that the mentors were able to answer student questions about college that might have increased their self-confidence and comfort level with the college environment.

Whereas the use of transition coordinators or the equivalent was a common phenomenon, we also found pockets of innovative services worthy of noting.[3] Some instances of these services include:

- College of Lake County created a website specifically for the bridge targeted toward ABE/ASE/ESL populations and was built by several Health Science faculty (http://www.clcillinois.edu/healthlibrary/). At this website students accessed a wealth of healthcare related information including a series called, "A Day in the Life of a…" This series covers sixteen of the Allied Health fields giving students a glimpse into each as they read about a professional's day.

- District 214 utilized district resources providing students' access to KeyTrain. KeyTrain is an interactive training system which prepares students for the ACT's WorkKeys assessment and the National Career Readiness Certificate.

- Kaskaskia College is prepared to offer bridge students a GED scholarship upon successful completion of the GED and enrollment in a one-credit hour transition course

- Lewis and Clark Community College aligned the bridge medical math course with the requirements for entrance into the healthcare industry in the area so that upon successful completion students do not have to take the college placement exam for math, and students earned college credit for medical math required in the healthcare coursework.

[3] We do not included of services from all sites in this section, and we encourage readers to reference the site templates in Appendix C for other transition services.

- Pui Tak Center provided targeted COMPASS workshops to expose students to the COMPASS test and prepare them for the exam at the end of the program. They worked with Malcolm X Community College to create sample reading passages.

These services and others stood out as unique among all the bridge sites. Although we are not in a position to judge the effectiveness of these services, these transition practices highlight potential ways to promote student transition into college and careers that deserve further assessment as bridge programs mature.

The Illinois' bridge definition labels all services as "Transition Services", but this label is an umbrella term that may include a number of optional services based on student needs. Theoretically, these services are designed to support students and equip them with the knowledge and skills to successfully transition into college and careers.

Summary

We previously indicated that the element of career development is sometimes integrated into the element of contextualized curriculum. This is arguably the case for transition services as well. While these three elements are each unique and have distinct characteristics (based on the bridge definition and the implementation of program components), they are not mutually exclusive. Although the purpose of this report is not to compare bridge instruction to traditional instruction in ABE/ASE/ESL courses, a notable characteristic of bridge programs is the *intentional and structured* inclusion of these three elements during scheduled course time.

Whereas the nature and scope of implementation of the three core elements of the bridge definition varied among the 10 bridge sites, there was evidence of all three elements in the programs. The causes of variation are not entirely clear nor were they the focus of our evaluation. However, interviews with bridge administrators and curriculum developers suggest that the development of the programs was local, and each site relied on various sources to construct their bridge, which contributed to varied implementation among the sites. When asked about the bridge definition, one bridge administrator's response reflects this hypothesis, "I like it, it's concise, short, understandable, and I hope we don't make it a piece of bureaucracy."

Table 7
Transition Services

Transition Services	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	TOTAL
	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	
Individualized assistance with college admissions process	X	X	X	X	X	X	X	X	X	X	10
Career advising/career coaching	X	X	X	X	X	X	X	X	X	X	10
Academic advising	X	X	X	X	X	X	X	X	X	X	10
College campus visit	X	X	X	X	X	X	X	X	X		9
Training program presentations	X	X		X	X	X	X	X	X	X	9
Employer visits	X	X		X	X	X	X	X	X		8
Individualized assistance with the completion of financial Aid	X	X		X	X		X	X	X	X	8
Supplemental Instruction (e.g, tutoring services, technology services)	X	X	X	X	X	X	X	X			8
Job search assistance (e.g, job coaching, resume assistance)	X	X		X	X	X	X	X	X		8
College orientation	X	X	X	X	X	X		X	X		7
Transportation assistance (e.g, bus tokens, gas cards, cab or mileage reimbursement)	X			X	X	X		X	X	X	7

Transition Services	ASE/ESL			ABE/ASE/ESL		ESL		ABE/ASE	ABE/ ESL	ASE	TOTAL
	College of Lake County	Elgin Community College	Triton College	Shawnee Community College	Township High School District 214	Jewish Vocational Service	Pui Tak Center	Kaskaskia College	Rock Valley College	Lewis and Clark Community College	
Intentional learning community	X			X	X		X	X		X	6
Personal counseling	X			X	X		X		X	X	6
Program/classroom shadowing	X	X		X	X			X			5
Peer Tutoring	X			X	X			X			4
Exam fees (i.e., required exam fees are waived or students are reimbursed)	X		X	X	X						4
Work-based learning (e.g, internships, job shadowing)	X			X	X						3
TOTAL	17	11	7	17	17	10	11	14	11	8	

Policy and Programmatic Challenges

In this section, we will present challenges and barriers that were identified by administrators and faculty of the 10 sites to address evaluation question #4: ***What are the significant challenges encountered?*** And the related sub-questions: ***What are the impacts of these challenges? What policies may impede or eliminate or reduce these programmatic challenges?***

Challenges and barriers identified by three or more sites were time constraints, students' different academic skills, transportation and child care, career counseling, recruitment and retention, and the need for standardized funding. Below we elaborate on these six concepts, and we discuss other challenges and barriers encountered by specific sites.

Time Constraints

Administrators and the faculty from a majority of sites pointed out time constraints were a barrier to initial implementation of the bridge programs. The length of time for student recruitment was inadequate to recruit a sufficient number of eligible students to offer the programs. Short timelines were stressful for administrators and the faculty. Some administrators commented that they were uncertain about whether they would receive bridge *implementation* grants after their bridge *development* grants. Beyond recruiting students, this short timeline also restricted the amount of time to implement the proposed bridge plan. For example, an administrator said,

> We have to figure out a way to do things in a more planful program way. We try to know what's going on and take the time to plan. Fortunately, we're good at getting people last minute, but your results aren't as good…I would say probably we need at least a month. In particular, there were holidays when we were recruiting students, but there were no students to recruit.

The administrator at another bridge site explained that the local community was not familiar with the bridge program, suggesting that more preparation time would not only help build a shared understanding about bridge programs among the broader community but allow more time to advertise the bridge program and recruit interested and qualified students in the specific career area.

Teaching and Learning

Several barriers and challenges related to teaching and learning emerged, including students' differentiated skill levels, addressing needs based on the characteristics of the bridge student population, the need for supplemental services, and professional development opportunities for instructors. First, students' differentiated academic skill levels were identified by instructors at five different bridge sites as a significant challenge. An instructor mentioned, "We feel like we run a one-room school". The instructor went on to say, "There is [sic] lots of variation in student skill level just like other GED classes." Furthermore, one site administrator pointed out that standardized assessment tests seemed to fail to provide information to assist in identifying students' academic needs. Several sites recognized the needs of the unique student population

enrolled in bridge programs, particularly programs enrolling ESL students. An administrator mentioned that there was a lack of knowledge on how to teach ESL students who might need different ways of teaching than adult students who were raised and educated in the U.S. Students' academic skill diversity worked against instructors' ability to align their curriculum and instruction to meet students' academic needs. Indeed, meeting the instructional and support needs of the diverse students was a universal challenge.

Second, access to supplemental services that were offered outside of the scheduled class time was a challenge, especially for those who were employed or had family obligations (e.g., child or elder care). Some sites offered one-on-one tutoring as a supplemental service to assist students, especially those students at the lower-levels; however, tutoring was offered outside of class time but students who were employed and could not alter their schedules were unable to take advantage of these services. Field trips were another example of a supplemental service that was offered outside classroom time, making them accessible to some but not all students.

Third, professional development was seen as essential to enhance the three core bridge elements including contextualized teaching and learning. Some instructors observed that the concept of contextualized curriculum was mostly unfamiliar, and it would be necessary for bridge faculty to be trained to effectively deliver the contextualized curriculum. Similarly, it was suggested by instructors that training be provided on how to teach and serve ESL students from different cultures. Regarding this, a faculty member mentioned, "We also have to make sure an instructor knows and practices to teach ESL adults. There seems to be a lack of knowledge on teaching these students." Because the contextualized nature of the bridge design is new and many instructors have not taught ABE/ASE/ESL student populations in this manner, the lack of professional development was an identified challenge. An Administrator put it this way,

> We all understand [the bridge framework and contextualized instruction] intellectually on an administrative level, but the challenge is getting instructors to contextualize. Training will need to be more than theoretical, it will need to get down to the nitty-gritty [like] lesson planning and instruction.

The Need for Standardized Funding

Administrators and the staff from half of the sites pointed out the need for standardized funding to sustain and improve their bridge efforts. One administrator put it this way, "Make the funding standardized! You know these one shot deals are killing people, killing me. They're wiping me out. I'm so tired." Other site administrators noted that standardized funding is crucial to sustain their bridge. In particular, the staff had concerns about staff reductions that could be a serious barrier to the sustainability and expansion of bridge programs. Also because of limited funding, the adult education program discontinued the hiring of instructors, making it difficult for part-time instructors to provide adequate assistance and support students. An administrator commented, "Funding cuts led to staff layoffs and terminations. We had difficulty finding instructors, so we tapped into existing instructors. By the way, most are part-time and can only work so much."

In addition, site administrators and staff denoted the significance of the transition coordinator role, but they observed that it would be impossible to hire a coordinator without standardized

funding. Most administrators shared concerns about how to maintain the position. An administrator stated, "We know that the transition coordinator is key to student success but it is costly, and I am not sure about the future and how to keep it funded."

The Lack of Career Counseling at the Stage of Student Recruitment

Career counseling, especially from the stage of student recruitment, is important to bridge projects. Administrators and faculty from several sites pointed out that students dropped out because they found that they were not interested in the specific career area. In particular, staff did not have sufficient time to screen students because of the short recruitment period, so they enrolled students who were not especially interested in the occupations from the start, or learned of their disinterest as the bridge program evolved. Even with time, the administrators and faculty had difficulty assessing whether students' career interests were aligned with the career cluster associated with the bridge program. One administrator suggested, "Screening for the program needs more specific guidelines because students do not always tell you what they think but [they] tell you what they think you want to hear…"

Transportation and Child Care

The issues of transportation and child care are also significant barriers identified by several bridge administrators and faculty. Bridge students who have low-incomes and children are in need of transportation and childcare. However, because of the lack of financial resources at some sites, students could not get transportation and childcare assistance. For example, at Kaskaskia College, the students who took classes during the day were provided transportation assistance, but this service was not offered to students enrolled in the night bridge program. Many bridge students had children, and if they could not receive support for childcare, students had difficulty attending classes regularly. Interestingly, bridge students at Pui Tak Center had an obstacle because of their responsibility of taking care of elders as well as children, showing support services need to be planned with cultural competency. Without transportation and child/elder care, students' abilities to attend the bridge classes are impeded. An administrator noted multiple attempts to partner with the local Workforce Investment Act (WIA) provider to assist with these types of support services; however, due to a number of circumstances, the site was unable to establish this partnership with WIA.

Other Barriers and Challenges

As the rate of unemployment is getting higher, local industry partners' interest in their bridge program became lower, and some companies were no longer hiring. "Our industry partners are being laid off themselves, we built a relationship and now they're gone" (Bridge Administrator). At all 10 sites there were students who had been laid off or fired. Bridge coursework provided students with retraining, knowledge, and skill development that they perceived as useful in facing the challenges of unemployment. One student commented,

> The reason [I enrolled in this program] is that they changed the system and the supervisor fired me because, they said, I'm not suitable for the new system. I have to, and need to know a lot about the advanced medical field. I have to improve myself.

In addition, faculty, administrators, and transition coordinators identified students' criminal backgrounds as a challenge. At some sites, students were screened initially for criminal backgrounds and advised of the barriers they faced securing employment in the career sector. Furthermore, at a few sites, students were provided referrals for assistance to expunge their criminal records. Unfortunately, enrollment for students with existing criminal records, in particular felony convictions, is currently not an option.

Despite numerous challenges, bridges were implemented at all 10 sites. However, administrators and faculty associated with all 10 sites were uncertain about the sustainability. Of particular concern was financial support, which impacts the funding decisions including continuing or scaling up bridge projects.

Measures and Methods

In this section, we present findings related to evaluation question #5: ***What methods and measures can be or are being used to assess student outcomes?*** As required by the grant and articulated in the bridge definition, the tests that sites used for eligibility purposes (TABE, CELSA, or BEST) were also used to post-test students to determine if gains were made. In addition to TABE, CELSA, and/or BEST, many of the sites used either self-developed tests or other types of standardized assessments, such as college placement tests, to assess student progress. Next we discuss: (1) sites using standardized assessments; (2) sites using self-developed measures; and (3) bridge staff perspectives of potential measures and methods that could or should be collected and used.

Standardized Assessments

The TABE, CELSA, and/or BEST were used for the purpose of pre-testing and post-testing to assess gains to indicate student preparation to transition to college. Furthermore, all of the sites used college placement exams such as the COMPASS, ACCUPLACER, or ASSET, including preparing students for these exams using sample questions and simulated computer exams. Program staff noted that the introduction of the college entrance exam "was informative and helpful to students."

Self-Developed Measures

The use of self-developed measures to assess student outcomes was not widespread among sites, but several sites relied on measures in addition to TABE, CELSA, or BEST. These assessments were justified because standardized tests were not thought to precisely reflect what students learned in class. For example, alternative assessment was utilized at JVS. An instructor at JVS developed a content exam to measure students' progress at the end of the program. The instructor explained that the content exam is aligned with the bridge course content, and she has adapted it as the bridge continued into the third iteration. District 214 used portfolios of students' work that were compiled throughout the duration of the bridge. Among other things, the portfolios included writing samples as well as short- and long-term goals developed by students. Another example was Lewis and Clark Community College, whose curriculum was intentionally structured to include math competencies necessary for students to prepare for the health sciences

program. A math assessment is integrated into the course whereby if students pass the test they have met the math requirements to enter a health science program.

Additional Measures

Recognizing that bridge programs are different than traditional ABE/ASE/ESL programs, we asked bridge faculty and staff about the types of data that might be useful to measure and collect beyond the basic data required by Data and Information System – Illinois (DAISI). In response to this question, a number of ideas emerged. A common response was how to record data regarding what happens to students after they complete the bridge program. Without directly contacting the students or relying on students to contact the programs, the staff do not know what students do after they complete the program. The extent to which sites intended to follow students after completion of the bridge was unclear. One site administrator admitted, "We will follow them until the funding is gone, that would be on June 30th", and another administrator observed, "We don't have a strategy because we don't have to; we're not funded to." That said, this administrator also indicated that students who continue to college have a natural tendency to visit staff because they have been supported by them previously. Another site administrator indicated a similar thought, saying that the program had not considered how long it should follow students but recognized that it would be constructive to do if adequate resources were provided.

Although sites responded in different ways to this question, it is reasonable to infer that the bridge administrators envision that multiple types of measures should be utilized to gauge student progress and measure bridge effectiveness. Whereas inclusion of multiple types of assessments or measures was offered at some sites, the faculty at two sites noted multiple measures would be challenging. For example, some faculty noted there was insufficient time to teach course content and prepare students for standardized tests, especially if they did not align with what was taught.

Emerging Promising Implementation Practices

Among the 10 sites, we identified four potentially promising practices that localities are utilizing to implement their adult education bridges. Data were not obtained in this evaluation to determine whether these practices are cost effective or achieve desired student outcomes. Nonetheless, these potentially promising implementation practices are strategies with which administrators, staff, program participants, and industry partners have had positive experiences, and that they believed to have the potential to produce positive outcomes.

Collaborative Partnership(s)

Collaboration was described in more detail to respond to evaluation question #2; however, we include it here as one of the emerging promising implementation practices. The process of building a collaborative partnership was multidimensional. Whereas there were challenges (see aforementioned results for evaluation question #4), overall the partnerships were networks that led to innovative practice. The collaborative partnerships involved:

- recognizing opportunities;

- mobilizing people and resources;
- developing a shared vision;
- seeking support and involvement;
- building trust among collaborators; and
- developing learning opportunities for students and the partners.

When talking about the importance of collaborative partnerships and teaching, one administrator had this to say,

> Now biological health sciences instructors are a part of understanding how to support our students. They [the students] do have additional needs, and you have to focus a great deal on instructional methods. You can't just give out information and assume it's understood. You have to work with the students. By solely working with various faculty, their faculty have learned from ours in terms of how to teach, how to have active involvement with teaching, [and] how [to] not to use past perfect in sentences when they're speaking in a lecture. Things like that. I think that's been one of my major accomplishments for having this program work.

Bridge Champion(s)

At each of the sites, champions for bridge programs were present. These champions demonstrated energy and were motivators supporting the development and implementation of bridge programs. Bridge champions acted as spokespersons to spread the word about the programs and they shaped partnerships. These champions were the conduit that guided and set the pace for daily operations and communication. They also served as the basis of support to connect the staff and bridge partners. Furthermore, bridge champions had a progressive vision for how students would access adult education that transcends an initial goal of earning a GED or improving English language skills. The program administrators and coordinators were these champions. The program administrators at each of the sites had enough clout and power in the organization to influence decisions and effect change, but also had rapport with staff implementing the programs to motivate them to carry out daily programming. Sites that had dual champions, particularly from the management and mid-management (i.e., coordinating) levels, were especially successful in motivating staff and initiating change within the organization to accommodate all facets of the program. The bridge champions were agents of change. A program administrator observed, "My first thought was that we need to get on board [with bridge programming]. We need to change the way we think about adult education."

Transition Coordinator

Transition services were described in detail earlier in this report relative to evaluation question #3; however, we include it here as one of the emerging promising implementation practices.

Not all of the bridge sites had a transition coordinator (coordinator) but for the sites that did employ this position; the coordinator played a multifaceted role that seemed critical to the

success of the program. Among other things, the coordinator was responsible for marketing and recruiting students, assisting with retention of students, arranging for guest speakers, coordinating campus and business tours, and following-up with students after their completion. The coordinator was the "go to person" and as such acted as a broker of knowledge for students, bridge staff, and bridge partners concerning how to change the way that adult education operates. Elaborating on this role, one coordinator put it this way,

> My role is the big umbrella in that I lend support services to students in various areas in order to help them to go from the bridge program to their destination of choice. It might be a CC [community college], it might be a job, so it's helpful to go from here, finding out what it takes to get from here to there, and to give the support they need while they are on their journey.

This quote illustrates that the coordinator's responsibilities are not restricted to a set of pre-defined activities but reflect a desire and intention to assist students as needed. The following student quotes confirm this desire and intention. "She makes arrangements to interview each student, to assist with our study, and tell us what the next steps are." Another student summed it up this way, "[the transition coordinator] is available all the time, if we have questions, we can come see her no problem."

Bridge Technology

Many of the bridge sites were intentional about the integration of technology into the curriculum. For example, the bridge course at the College of Lake County and Rock Valley College used classroom with computers for each student. Beyond building computer skills, the instructor at College of Lake County also used Facebook as a way to help students learn communication skills through social networking and emphasize issues related to employment and computer security. The instructor at Shawnee Community College was also intentional about the integration of technology and dedicated one hour a week for computer and web-based instruction so that the students could improve their skills. The instructor also indicated that the curriculum included basic instruction for Microsoft products (e.g., PowerPoint, Word Perfect, etc.). At Kaskaskia College, the instructor spoke of having students do Internet-based research to support their essays, and at District 214, the transition coordinator spoke of taking students to the public library to use the computers for their research. At Triton College, Blackboard along with electronic mail was utilized for instruction and communication among teachers and students as well as mentors and students and student to student. Industry specific tools such as hand held scanners and blood pressure and heart monitors were also used to teach students how to use technology in work applications. For many students the use of technology seemed like typical behavior. Take this student's comments regarding communicating with their mentor,

> It's group tutoring. We are in contact with each other weekly by email. I have his [mentor's] phone number and email address, so I can contact him whenever I have difficulties. He is also one of my teachers. He was my second-level English teacher. That works out. Through the Blackboard, we communicate with each other and also with the teacher. People are very responsive to our questions.

These findings are contradictory to those of SG 1.0 where students were found to struggle with technology (Bragg et al., 2009). Overall, students observed and interviewed during this evaluation were positive about the use of technology. A student summed it up like this,

> Their computer-based instruction is good for us. She [the bridge instructor] also provides additional websites that we can go to search for the different terminology. This gives us more resources. She [our teacher] gives me everything I need. She exposed us to a lot. The combination between traditional instruction and computer-based assistance is very good.

Discussion and Recommendations

- *Level of bridge* – The bridge definition allows for the targeting of students with TABE scores in reading and math from 6.0 to 12.0 grade level equivalent that can result in a wide range of student ability enrolled in a bridge program. The wide range of abilities represented in students with this range of scores makes it difficult for instructors to offer instruction that meets all students' needs. If this breadth of ability is deemed essential (versus narrowing the range and targeting the instruction, e.g., 6.0-8.9 and 9.0-12.0), then various modes of instruction, including scaffolding instructional support, need to be explored to meet learner needs. Scaffolding instruction is a strategy that links content across various levels to reinforce prior learning and create linkages for the students to new learning, insuring that they are continuously challenged with new knowledge and skills acquisition.

- *Variety of bridge components* – All 10 bridge programs had common approaches associated with the three core elements of the Illinois' bridge definition: contextualized curriculum, career development, and transition services. However, each site had its own approach to the implementation of these core elements. Also evident in the 10 bridges were other elements, such as student cohorts, learning communities and accelerated instruction, not mentioned in the Illinois bridge definition. Whether these components will emerge as central to bridge instruction is unknown, but we believe future evaluation should monitor their presence in and contribution to bridge programs. Because this bridge framework is still new and evolving rapidly in Illinois, other components may emerge, and they should be recognized and evaluated as well.

- *Professional development* – Professional development was recognized by a number of the sites as a critical component to bridge instructional delivery and supporting students' transition; however, most time the need was not accompanied with what local coordinators and other staff saw as an adequate response. Concerns about meeting learners needs, given the wide range of ability levels and learning styles in single classrooms; developing curriculum that is contextualized with the occupational fields; understanding how to use assessments to document student progress and align those assessments with college placement exams and college readiness; and understanding what support services meet students' needs were areas that emerged during our evaluation. We therefore recommend that the ICCB solicit input from the demonstration site professionals as well as the adult education professional community more broadly

across Illinois to gather data on the knowledge and skills that instructors and others need to understand and implement the core elements of the Illinois bridge definition. Professional development for instructors is critical to spreading and sustaining these types of programs.

- *Measuring student progress* – Consideration of more nuanced and sensitive ways of measuring student progress is needed for the learners who enroll in adult bridges. While traditional adult education assessment testing was used (e.g. TABE or CELSA) by the demonstration sites, and in some cases preparation and testing was done with the traditional college placement exams (e.g., COMPASS), these types of tests do not always accurately assess students' knowledge, especially for adults at grade levels below the 9th grade, minorities, English Language Learners (ELL), and immigrants. Further, data are not routinely collected to document and understand student progress from adult education to postsecondary education and employment. These data are vital to investigating the impact of student participation and outcomes.

- *Transportation and childcare* were two services that were cited most often as barriers for students to fully participate in bridge programs. Current policies and structures associated with adult education and community colleges do not consistently support these services. Further investigation and professional development may assist in developing and identifying strategies to meet students' unmet needs in these critical areas.

- *Barriers of time constraints and funding* – Most implementation efforts were executed with overwhelming patience and dedication from staff as well as high interest for continued bridge programming. However, time and money were problematic for the grant process. Grant expectations and funding streams should be addressed to support full implementation of bridges and promote sustainability and future efforts.

- *Student support services, including the transition coordinator* appear to be a critical component in bridge programming, but not all sites employed a professional staff person who was dedicated, in whole or in part, to helping the students' transition to college and/or employment. When a coordinator was included in the project, this person performed responsibilities specific to supporting students, including assisting students to transition into bridges, then assisting them with retention and completion, and further assisting them to transition to further education and employment. Additional investigation is necessary to understand the critical connection between the transition coordinator, the support that he or she provides students, and successful student outcomes.

- *Mentoring* – while formal mentoring was limited to only one bridge site in this evaluation, this strategy seemed to be showing promise. Providing mentors for students deserves more exploration to better understand how students can benefit from this support. Further, investigation of the integration of mentoring into student support and transition services appears warranted, with the potential to learn lessons from other interventions that rely on mentoring, such as Check & Connect (Institute on Community Integration, 2008; U of M's "Check", 2009).

References

Bragg, D. D., Bremer, C. D., Castellano, M., Kirby, C., Mavis, A., Schaad, D., Sunderman., J. (2007, October). *A cross-case analysis of career pathway programs that link low-skilled adults to family-sustaining wage careers.* Retrieved from National Research Center for Career and Technical Education & University of Minnesota website: http://136.165.122.102/UserFiles/File/pubs/Career_Pathways.pdf

Bragg, D. D., Harmon, T., Kirby, C. L., & Kim, S. J. (2009). *Initial results of Illinois' Shifting gears pilot demonstration evaluation*. . Retrieved from Office of Community College Research and Leadership website: http://occrl.illinois.edu/node/433

Caracelli, V. J., & Greene, J. C. (1997). Crafting mixed-methods evaluation designs. In J. C. Greene and V. J. Caracelli (eds). Advances in mixed-methods evaluation: The challenges and benefits of integrating diverse paradigms. *New Directions for Evaluation, 74* (pp. 19-32). San Francisco: Jossey-Bass.

Conley, D. T. (2005). College knowledge: *What it really takes for students to succeed and what we can do to get them ready.* San Francisco: Jossey-Bass.

Connell, C. (2008, October). *The vital role of community colleges in the Education and integration of immigrants*. Retrieved from Grantmakers Concerned with Immigrants and Refugees website http://www.gcir.org/publications/gcirpubs/college

Greene, J. C. (2007). *Mixed methods in social inquiry.* San Francisco: Jossey-Bass.

Illinois Community College Board. (2009). *Request for Proposal - FY2010 Adult Education Bridge Program Development Project*, Appendix B. Retrieved from http://www.iccb.state.il.us/bridge.documents.html.

Institute on Community Integration. (2008). Check and Connect: A comprehensive student engagement intervention. Minneapolis, MN: University of Minnesota Regents.

Lacey, T. A., & Wright, B. (2009). Occupational employment projections to 2018. *Monthly Labor Review, 132 (11),* 82-123. Retrieved from http://www.bls.gov/opub/mlr/2009/11/art5full.pdf

Lekes, N., Bragg, D. D., Loeb, J. W., Oleksiw, C. A., Marszalek, J., Brooks-LaRaviere, M., et al. (2007). *Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career.* St. Paul, MN: National Research Center for Career and Technical Education.

Oertle, K. M., & Trach, J. S. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. *Journal of Rehabilitation, 73,* 26-44.

Park, R. J., Ernst, S., & Kim, E. (2007, October). *Moving beyond the GED: low-skilled adult transition to occupational pathways at community colleges leading to family-support careers*. Retrieved from National Research Center for Career and Technical Education & University of Minnesota website: http://136.165.122.102/UserFiles/File/pubs/Moving_beyond_the_GED.pdf

Price, D., & Roberts, B. (2009, December). *The shifting gears approach to systems change* Retrieved from the Joyce Foundation's Shifting Gears website: www.shifting-gears.org

Reder, S. (2007, September). *Adult education and postsecondary success* (Policy Brief). Retrieved from National Commission on Adult Literacy: http://www.nationalcommissiononadultliteracy.org/content/rederpolicybriefrev10807.pdf

Roberts, & Povich. (2008). *Still working hard, still falling short: New findings on the challenges confronting America's working families* Retrieved from The Working Poor Families Project website: http://www.workingpoorfamilies.org/pdfs/NatReport08.pdf

Rogers, P. J. (2007, Summer). Theory-based evaluation: Reflections ten years on. *New Directions for Evaluation, 114* (pp. 63-81). Retrieved from www.interscience.wiley.com

Taylor, J. L., & Harmon, T. (2010). *Bridge programs in Illinois: Results of the 2010 Illinois Bridge Status Survey.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois.

U of M's "Check". (2009, March). UM News. Retrieved from http://www1.umn.edu/news/news-releases/2009/UR_CONTENT_106297.html

Will, M. (1984). Bridges from school to working life. Programs for the handicapped. Washington DC: The Office of Special Education and Rehabilitation Services, Office of Information and Resources for the Handicapped.

Wittenburg, D. C., Golden, T., & Fishman, M. (2002). Transition options for youth with disabilities: An overview of the programs and policies that affect transition from school. *Journal of Vocational Rehabilitation, 17*, 195-206.

Zafft, C., Kallenbach, S., and Spohn, J. (2006, December). *Transition adults to college: adult basic education program models*. Retrieved from National Center for the Study of Adult Learning and Literacy website: http://www.ncsall.net/fileadmin/resources/research/op_collegetransitions.pdf

Appendix A – Evaluation Plan Guiding Document

Evaluation Plan Guiding Document

Focus	Evaluation Questions	Sub-components	Info. Sources	Instruments	Beginning Data	Data Collected
Program Design	What are the implementation characteristics of each program?	What are the program goals? What need does the program address? What is the targeted population? What are the targeted sectors? Who are the program partners? Who are the key program personnel? What are the core components (knowledge/skills) of the curriculum? What are the methods of instruction?	Site Implementation proposals and supporting documents Project logic models ICCB project reports Site visits Stakeholders: • Students • Faculty • Program Administrators • Industry partners	Document Review Template Classroom Observation Oral Script Classroom Observation Template Interview Protocols: • Students • Instructor • Program Administrator • Industry partner Bridge Status Survey	Goals Need the programs is designed to address Targeted population Intended partners Key program personnel Proposed curriculum Proposed methods of instruction	Any modified or additional goals and why Needs program is addressing The actual active partners Any changes in key program personnel and why Any changes to the curriculum and why Actual methods of instruction
Collaboration	What is the nature and utility of collaboration and partnership?	What are the partnership activities? How are partners involved in curriculum development and evaluation? What is the perceived value of collaboration with partners?	Site Implementation proposals and supporting documents Project logic models ICCB project reports Site Visits Stakeholders Adult learning and promising practice literature	Document Review Template Classroom Observation Oral Script Classroom Observation Template Interview Protocols Promising practice guide Bridge Status Survey	Program descriptions and proposed activities	Evidence of collaboration and partnership activities Benefits and challenges of collaborating with partners

Focus	Evaluation Questions	Sub-components	Info. Sources	Instruments	Beginning Data	Data Collected
Definition	To what extent does the program conform with the adult bridge programs with Illinois' bridge definition?	contextualization? career development? transition services?	Illinois Bridge Definition Site Implementation proposals and supporting documents Project logic models ICCB project reports Site Visits Stakeholders	Classroom Observation Oral Script Classroom Observation Template Interview Protocols Bridge Status Survey	Program descriptions and proposed activities	Evidence of practice: • contextualization • career development • transition services
Policy and Programmatic Challenges	What are the significant challenges encountered?	What are the impacts of these challenges? What policies may impede or eliminate or reduce these programmatic challenges?	ICCB project reports Site Visits Stakeholders Adult learning and promising practice literature Shifting Gears 1.0 findings	Classroom Observation Oral Script Classroom Observation Template Interview Protocols		Identification of challenges encountered, impact, and how overcome Description of program policies Program policy mapped back to practice
Promising Practices	What promising practices can be documented?	What makes these practices promising? How might these practices be replicated?	ICCB project reports Site Visits Stakeholders Adult learning and promising practice literature Shifting Gears 1.0 findings Illinois Bridge Definition	Classroom Observation Oral Script Classroom Observation Template Interview Protocols Promising practice template	Identified promising practices	Emerging promising practices at bridge program sites
Methods and Measures of Student Outcomes	What methods and measures can be or are being used to assess student outcomes?	What are the student characteristics? What activities and services are available to students?	Project logic models ICCB project reports Site visits Stakeholders	Document Review Template Classroom Observation Oral Script	Targeted population Program descriptions and proposed activities Proposed outcomes in	Outcome measure actually collected – OCCRL is working with ICCB to access these data.

Focus	Evaluation Questions	Sub-components	Info. Sources	Instruments	Beginning Data	Data Collected
		What activities and services are being used by students? How does this relate to or relevant to Shifting Gears or "pipeline" transition measures?	Shifting Gears 1.0 findings Shifting Gears 2.0 leaders Adult learning literature	Classroom Observation Template Interview Protocols Bridge Status Survey	the implementation proposals and program logic models	

Appendix B – Adult Education Bridge Logic Models

College of Lake County (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
The grant funding The coordination by full-time faculty in ESL/GED Support of the associate. dean of biological health services Support of counseling office Support of advisement office Testing center Dept. Human Services Job centers (WIA) College facilities and computer labs Enrollment management PR – promote program on WIB Support and advice of health agencies and companies Transportation for on site visits Student support systems including transportation and childcare	To prepare students to enter the health field Pass GED Pass basic skills college readiness test Identify the specialty the student would want to pursue Completed resume/application	Students scoring 9.0 and above on TABE Upper intermediate ESL students Students enrolled in high school completion classes Public assistance Students attempting to enroll in entry level allied health and not meeting minimum scores WIA clients Community based partners' clients	Intensive GED skills building classes: reading, writing, mathematics Job readiness skills for the allied health field College level class on careers in health field offered by bio health sciences Tours of hospitals, visits to allied health classes Computer literacy Interpersonal relations development and problem solving Information sessions at beginning of year Mock interviews	Students pass GED Students take college readiness test and score at a level where they can enroll in college classes w/o remedial Students enroll in college level intersession class on allied health careers Students post-test scores are at least 2 levels above pre-test scores Students have completed resume Students will identify at least one area of allied health the student would like to pursue and explain why Students will have participated in at least one mock interview and reviewed their results with staff.	Higher retention, more purposeful learning Increased minorities in the college Adult ed becoming essential part of college readiness Integrating adult ed more closely with academic programs Fewer dropouts in allied health classes Students working in the field of their choice.

Elgin Community College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Unemployment coordinator (50% college funds, 50% TANF grant provides pre-screening & roles & goals Student services asst. (college fund) recruits for program & helps coordinator w/pre-screening & roles/goals – will also work on follow up – where do students go? Nursing retention specialist (arranges panels, field trips, & helps w/program design) Partnerships w/hospitals & care facilities Facilities / space	Offer 2 sections of 15 students w/high retention – completing students will have completed "Roles & Goals" process. Some will be ready for COMPASS, some may require further time in adult ed prior to enrolling, others may dually enroll in adult ed & credit, others may decide path does not involve healthcare & will have a new route	Intermediate – advanced ESL students, current GED students, who have an interest in obtaining employment in healthcare area	Contextualized instruction (vocab review, reading in healthcare context, math-conversion, ratios, etc.) writing, role playing Career development 4 field trips per class to hospitals, healthcare bldg. at college, care facility Guest speakers, student panel, soft skills instruction Self-assessments, mock interviews, resumes, online job search Transition services include pre-screening w/unemployment services coordinator prior to enrollment (not everyone makes it in), tutoring support, nursing retention specialist helps those entering healthcare program at end Supportive services such as transportation, books, tuition for WIA or TANF clients. Also, many scholarships available	Enroll 30 students between 2 sections Hopefully very high 90%+ retention/completion Completion of roles/goals for all completing students Honestly, unknown how many will go down different paths – fall semester will help us learn Materials will be available for future recruitment	Students will have enhanced understanding of personal aptitude & health career options & requirements Students will have a plan of action & excellent transitional support to move them forward

Resources	Goals	Target Population	Core Components	Outcomes	Impact
			Roles & goals every student must meet outside of class w/unemployment coordinator to identify path/next steps as a course requirement		

Jewish Vocational Services (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
JVS curriculum JVS career counselors Truman transition specialist Trained instructors Trained computer instructor Guest speakers Classroom space JVS management Local CBO's	Recruit 25 students Retain 90% Transition 85% of completers Prepare students to transition to: 1. CNA program 2. Home healthcare training 3. Higher level healthcare bridge course 4. Employment	Low-intermediate ESL level students exploring healthcare careers Students who did not score high enough on entry tests to enter CNA training Refugee & immigrant populations with healthcare careers in their former country	Recruitment • At local CBO's • At local community college • From local COA programs Surveying & educating students about healthcare careers Course – newly developed ESL healthcare bridge curriculum Counseling – Guidance by Truman College transition specialist, JVS career counselors – to promote retention Transition – JVS career counselors to help with career planning	90% of students will complete the course 85% of completers will move up at least one ESL level Revised curriculum	1. Increased coordination of services between local CBO's 2. Students will participate in goal planning 3. Students will be more prepared to enter healthcare careers

Kaskaskia College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Allied health staff Healthcare partnerships Social service agencies partnerships WIA funding TANF funding based on eligibility of student GED scholarships College transitional advisor Main campus facility Limited transportation services IT services IL Worknet and Workforce Centers Career services & assessment Success center Reading link GED-i Skills tutor Blackboard Compass Professional staff APC ROE SIPDC ADA	To provide remedial, contextualized adult education services to individuals who desire their GED and desire current or future employment in healthcare industry	Community college residents who meet criteria of ABE and ASE with a minimum of 6.0 level equivalency in reading and math	Adult education Contextualized instruction Career services Workplace skills Transition services Computer literacy WIA services Site visits	Understanding of career pathways GED credentials Continuation of education Entry level skills for employment Work ready Elimination of remedial courses or limited enrollment Understanding of time management, stress management & study skills Understanding of the postsecondary enrollment system	Work ready or skilled labor force Increase in number of former GED students entering post-secondary education Increase in the number of GED recipients entering employment in the allied health industry

Lewis & Clark Community College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Students Staff: • Instructor • Counselor • Coordination • Evaluation Instructional materials Classrooms w/computers (should they be in math building for math, etc.) Math Resource Center Writing Center Library and other college services like financial aid office Health Science Coordinators	To implement Bridge to Health Sciences so that students will meet entrance requirements for LCC HS programs To determine how to integrate this program as a permanent offering of LCCC Adult Education	ASE students interested in Health Sciences (we will possibly work with students who are very close to ASE and are dedicated students)	Recruitment Orientation Assessment Contextualized Instruction: • Reading • Writing • Math • Career Development Transition Support	12-15 students enrolled in 13 credit hours of class Team of trained faculty and staff developed 8-10 students will enroll in and be successful in college 4 courses (parallel to developmental) will be developed	Earnings More students going to college and getting better and more sustainable jobs in their interest and ability areas

Pui Tak Center (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Implementation grant Quality instructors and transition personnel Facilities	To implement the bridge program developed in FY 2009 that prepares ESL students to enter vocational training program and employment in the healthcare field	Intermediate and advanced level ESL students who are interested in occupational training that lead to employment in the healthcare field	Contextualized instruction Career development Transition services	80% of students completed the course 75% of students transitioned to vocational training or employment 1 postsecondary and 3 employers become partners	Students can realize their employment potential Healthcare needs in the community are better met through skilled bilingual workers

Rock Valley College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Funding source Space – outside facility Computer lab TDL personnel & facilities Transitions coordinator College personnel/ facilities/ resources Teachers Staff development TDL-related equipment & materials	Improve basic skills, reading, writing, math levels thru contextualized instruction Understanding of individual career interests, goals, & variety of careers available in TDL industry Understanding of available college resources that will help student achieve goals in TDL industry Transition students into TDL employment, next levels of adult ed coursework, related postsecondary coursework	Students with 6.0—8.9 reading level ESL – interm. Students willing to make commitment to 4 days/week – 8 week program Can include TANF & WIA eligible adults	Computer basics Contextualized reading – TDL Basic math related to TDL Presentation skills TDL tours & overview of TDL industry Career interest surveys Working in teams College overview – services available, programs, etc. Basic instruction in some TDL equipment Employment skills, employer expectations CPR training Interviewing, resume writing TDL vocabulary	Students will have basic understanding of TDL industry Students have greater self confidence Students will understand college programs/services Basic skills levels will show improvement Students will understand team work Program will show greater retention of students thru reg. program Employers will be excited about program &outcomes & want to cooperate with future projects Students will achieve program certificate Students will transition into employment and/or further education	Will improve student employment & education goals Will improve future cooperation with employers Will have positive impact on NRS goals Will have positive impact at our college in terms of how adult ed is viewed by college & positive impact on transitioning into college programs

Shawnee Community College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
ICCB-WIA grant funds Facilities Staff-Coordination Instructor Data entry Partnerships SIPDC Contextualized Curriculum Transportation Childcare Guest Speakers SCC Nursing Director	Recruit, assess & enroll 10-12 cohort students To provide support services to alleviate barriers to student success, i.e. childcare, travel, advocacy, and referrals To provide transition services for seamless entry into healthcare training programs/ post-secondary Healthcare employment	ASE students that read at 6.0+ Individuals with or without a high school diploma Level 4 & 5 ESL students Students interested in healthcare career Students who did not score high to enter CNA program TANF & WIA eligible students Community based partner's clients	Contextualized curriculum • Reading • Writing • Math • Career development Limited transition services Recruitment Orientation Assessment Recognition of completers Job readiness certificate	Number completing training (8) Numbers making learning gains on TABE (12) Numbers transitioning into healthcare training programs (8) Job Shadowing Portable completion certificate Improvement in basic skills levels GED credential Work ready Understanding of post-secondary system Compass testing	Numbers entering employment Numbers continuing training – post secondary Numbers advancing in existing employment Numbers entering healthcare training Coordination with local healthcare services Work ready Bridge/Transition services offered

Township High School District 214 Community Education (D214 CE) (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Bridge Implementation Grant Bridge-Trained Instructors Students Testers Bridge Curriculum Transition Coordinator/Counselor WorkTrain William Rainey Harper College Compass Testing Existing HVAC, Welding, and Graphic Design courses at William Rainey Harper College Data collection for program management via the DAISI system	Flyers/promotional information distributed to students and a variety of outlets including local manufacturers and Chambers. Cohort consisting of 10 consistently attending students formed at D214 CE (1 ABE student and 9 ASE students) 55 units of instruction provided. Cohort consisting of 7 consistently attending students formed at William Rainey Harper College (4 ABE students and 3 ASE students 19 units of instruction provided Counselors assisted students remove barriers to participation.	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 low-intermediate ESL level • May or may not have a high school credential • May or may not be an incumbent worker Students were identified as work-eligible in the US and express an interest in working in the manufacturing sector.	Pre-skills assessments Counseling Contextualized instruction, i.e.: • *Math & Measurements* • *Manufacturing Vocabulary and Language Skills* • *Career Development* • *Learning Skills* Transition support services Partnership with Harper College Partnerships with businesses and Illinois WorkNet Key Train website D214 CE students met with theHuman Resources Mgr of Trelleborg Sealing Solutions on April 8, 2010. William Rainey Harper College general campus tour and visits to Maintenance & Welding Technology, Graphics Arts, RAC (air	25 students will achieve learning gains on TABE—not observable. 1 D214 CE student got a job in manufacturing. 6 D214 CE students enrolled in Summer credit bearing courses at William Rainey Harper College which did not require COMPASS testing 4 D214 CE students have had a job interview. 1 D214 CE student completed a job application and was interviewed by telephone by the manufacturer. 5 D214 CE students registered at Illinois workNet. 7 D214 CE students attended a Job Fair at IDES. 3 William Rainey Harper College students will continue preparing for the GED. 2 William Rainey Harper College students	Higher student retention due to more purposeful learning and motivation—Touring & researching career areas specific to manufacturing was especially motivating for students. Students will get jobs and others will see such employment is achievable-difficult economy made this unlikely. D214 CE will gain greater credibility and recognition locally—A presentation on our Bridge was made at the COABE conference jointly by D214 CE and William Rainey Harper College. D214 CE will get more opportunities to pioneer innovative programs-not yet. D214 will recognize CE's value in this arena-not yet observable. Local manufacturing community will find its

Resources	Goals	Target Population	Core Components	Outcomes	Impact
			conditioning) and Electronics classes on May 6, 2010	will take the GED test in May, 2010.	needs being better met—not yet observable. Instructor(s) have recognized the value and benefits of contextualized instruction -Students were definitely more engaged with the material and demonstrated better vocabulary comprehension.

Triton College Pre-Health Careers Academy (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
Classrooms Faculty Students Funding Date/research staff Curriculum Textbooks Supportive materials (videos, games, flashcards, etc.) Transportation Childcare Case manager (project coordinator)	Recruit students (ESL & GED) Recruit mentors from health career field Create learning communities Conduct consistent & regular meetings between case manager & student to ID barriers to participating & academic challenges Graduate at least 25 students from the Pre-Health Careers Academy Students take pre & post Academy college placement test Students pass college placement tests at level 4 or 5 Students complete College 101 Students enroll in health career courses	Upper level GED students including those who are recent graduates Level 4 & 5 ESL students All students have expressed an interest in Health Careers and have signed a commitment contract	Contextualized curriculum Career development inst. Transition services Partnerships Case management Core courses: • Communication Foundations (reading, writing, vocabulary) • Anatomy & Physiology (through CE) • Medical Math (through CE) • College 101 Recognition of Academy graduates at ESL & GED graduation ceremonies	Program completion Academy retention Students pass college entrance test (Compass) with level 4 or 5 College enrollment Completion of CE courses Completion of GED & ESL program Students are career ready Data available will provide resource for future academies	Students enroll in credit/certification programs Recognition of Academy graduates will serve as recruitment tool for future semesters

Appendix C - Individual Bridge Program Profiles

College of Lake County - Healthcare Bridge

<table>
<tr><td>Target Population</td><td colspan="3">• Students scoring 9.0 and above on TABE
• 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</td></tr>
<tr><td>Purpose of Program</td><td colspan="3">• To develop a contextualized curriculum focusing on career exploration in the Allied Health field to be used as a foundation for a bridge program in this field.
• To prepare students to enter the health field
• Pass GED
• Identify the specialty the student would want to pursue
• Complete resume/application</td></tr>
<tr><td rowspan="5">Leadership and Collaboration</td><td rowspan="4">Leadership Team</td><td>Associate Dean of Biological Health Sciences</td><td>• Coordinate the development of curriculum bridge material for the biological health sciences,
• Identify appropriate faculty to assist with vocabulary development and student skills necessary for success in the program</td></tr>
<tr><td>Director of Career Resource Center</td><td>• Identify health industries and support for the survey
• Provide assistance in preparing materials for careers in the health field</td></tr>
<tr><td>Full time faculty in adult education.</td><td>• Develop the curriculum oversee the bridging of adult education instruction with the health field
• Oversee the management of the advisory committee, identify any additional faculty needed for the development of the curriculum and assure the completion of all task</td></tr>
<tr><td>Dean of Adult Basic Education, GED and ESL</td><td>• Provide project oversight and fiscal management
• Coordinate with social agencies for the recruitment of student into the bridge program</td></tr>
<tr><td>Partner</td><td>The advisory groups</td><td>• Get involved in course development, setting course standards, job-shadowing, mentoring, and the development of experiential training activities.
• Advise on apprenticeship/internship</td></tr>
<tr><td>Curriculum Developers & Curriculum Development Process</td><td colspan="3">• Purpose
- Introduce adult education eligible students and speakers of English as a second language to employment opportunities in Allied Health
- Improve workplace basic skills needed for employment in the Allied Health industry
- Teach basic computer skills
- Teach job readiness skills: filling out applications, writing resumes and cover letters, interviewing skill.
• Curriculum design
- be designed to not to be the same as developmental education</td></tr>
</table>

	- will blend workforce competencies, career exploration, basic literacy and mathematics skills - interpersonal skill development in a Allied Health context - will provide training held at times places convenient to the participants and the workplace • Curriculum developers: - Associate Dean of Biological Health Sciences - Full-time faculty in adult education - Advisory groups
Assessment	• Tests of Adult Basic Education (TABE) • CELSA • Prep for ACCUPLACER
Courses, time and duration, credit hours & description of course contents	• Multiple instructors to reduce student and faculty" imprinting" • 20 hours/week, 9am to 3pm • Tied ESL standards to GEH standards • Course context - intensive GED skills building classes - workplace communication - introduction to allied health field - introduction to medical vocabulary - professional on the job training skills - workplace safety - job search skills - post-secondary academic preparation skills and computer training - postsecondary enrollment continuation/internships/career placement - native English-speaking adults - ESL students: will subdivided into those non-native speakers with limited education and students with certificates in the health field in their native countries • Transition to 3-week college credit course on healthcare
Instructors, Instructor backgrounds	• Two faculty involved in the development and six involved in instruction • ESL and GED/ABE instructors • A few had worked in healthcare • Worked closely with Dean of Biological Health Sciences
Instruction Methods	• Numerous techniques, including using Allied Health materials from workplaces and other sources to familiarize students with them and by structuring learning to use projects that involve complex thinking, technical, social, and literacy skills as they are used in the day-to-day operations of a Allied Health professional. • GED preparation – class observation was a writing lesson in preparation for the GED. Worked in team with facilitators (instructor and two tutors facilitated group work). Core Components: • Intensive GED skills building classes: reading, writing, mathematics • Job readiness skills for the allied health field

	• College level class on careers in health field offered by bio health sciences • Tours of hospitals, visits to allied health classes • Computer literacy • Interpersonal relations development and problem solving • Information sessions at beginning of year • Mock interviews
Supplementary Programs, Services, and Materials	• Loan books to students • Certificate of Completion
Career Development	• Tours of hospitals, health professional and instructors as guest speakers in class • Interpersonal relations development and problem solving integrated in coursework • Career development class that is part of the bridge program • Healthcare 3-week course following completion of GED – included in coursework are career exploration components • "A Day in the Life of"…information on website about careers in the healthcare field.
Transition Support Services	• Information sessions at beginning of year • Visits to allied health classes • Transition coordinator – the main instructor is the program coordinator
What is working?	• Student cohort • Students working in teams • Partnership with the college credit program leaders • Healthcare community college partner attended adult education classes to observe and meet the students who would be taking the healthcare course. • Website; about 2/3s of faculty contributed to website content; sent message to public about GED/ESL • "Day in the Life of" on website – used for career development and reading comprehension Website – http://www.clcillinois.edu/healthlibrary/ • College model – multiple instructors, 50-minute class length, intensive, specialized instruction
What could be improved?	• Having an operations coordinator to take care of paperwork, admissions, database work, student case management • Overall coordination and movement of students from adult education programs to the college credit side. Having systems where instruction and support services are connected for that students can transition • Need more regular funding to support programming.
Challenges	• The time it took for case management; The program coordinator (and instructor) worked significant hours one-on-one with students • Too many instruction hours…plan to reduce to 10/hours a week; reduce study skills and do more tutoring

Elgin Community College – Healthcare Bridge

Target Population	• Students enrolled in the GED program (ASE – GLE 9+) and Intermediate – Advanced ESL students (NRS Levels High-Intermediate-Advanced), especially who demonstrated some level of interest in the healthcare professions (level of interest appears to vary widely in the group as the course includes an introduction to healthcare for individuals with prior work experience in healthcare as well as other occupational fields, including manufacturing). • Intro course is open to ESL and GED students from the Adult Ed Program at School District U-46 or other APC agencies.	
Purpose of Program	• To equip adult ed students with an introductory understanding of the various healthcare professions and program requirements, to assist them in making informed decisions regarding viable career paths. • To create a "pre-bridge" for adult education students to find employment as a CNA and into ECC's nursing program and ECC's Pathways to Health Careers Program. • To prepare students to perform well on college placement exams so they do not need to spend extensive time in development education.	
Collaboration (multiple levels – dept., organization, district, etc.) - internal collaboration - external collaboration	Leadership Team	Dean of Adult Ed
		Health Professions Administration and Faculty
	Partner	Sherman Hospital
		Provena Saint Joseph Hospital
Leadership Team Responsibility	• Refer students enrolled in the U-46 GED program who express an interest in the healthcare professions and who take the Introduction to the Healthcare Professions course and/or CNA cohort • Health Professions Administration and Faculty who are involved in design and developing curriculum, offering instruction, and working collaboratively on future bridging opportunities with the adult education department. • Visit to Maricopa Community College in Tempe, AZ where a small group of ECC adult education and healthcare administrators learned about a successful Bilingual Nursing Fellowship Program, to inform ECC's project design.	
Collaboration	• Provena Hospital and Sherman Hospital - ECC administrators from the healthcare and adult education departments met with representatives from the hospitals to discuss the bridge proposal and to identify methods of collaboration. - The hospitals agreed to host field trips so that students in the CNA program would get firsthand observations of an active, real clinical site. - The hospitals greed to provide speakers to discuss various healthcare occupations with the Healthcare Bridge course. • The "Introduction to the Healthcare Professions course" was developed internally, drawing on the expertise of an adult ed professional who also has extensive healthcare professional experience. She was assisted by other adult ed instructors and healthcare instructors and professionals. This shift to an internal curriculum development project was described by many stakeholders as "the best thing that could have happened to the project".	
Curriculum Developers	• Local adult education and healthcare instructors and support service providers affiliated with ECC and local hospitals and healthcare partners	
Courses, time and duration, credit hours & description of course contents	• Course content - career assessment, - customer service - critical thinking, - study skills,	

Elgin Community College – Healthcare Bridge

	- introduction of relevant vocabulary, - advancement of students toward passing the core academic knowledge (math, reading, writing) in college placement exams • Course credit hour format: - 3-credit hour course format (45-contact hours) - Students scheduled to allow for student co-enrollment in an ESL and/or GED course. - Students encouraged to take advantage of Basic Computer Literacy Skills courses, as needed, because technological skills are also emphasized by ECC's hospital partners as essential to the success of healthcare professionals. • Curriculum tailored for students functioning at the Low-High ASE or High Intermediate-Advanced ESL levels.
Instructors, Instructor backgrounds	• Instructors for the program are experienced ESL instructors. One instructor has formal healthcare training and the other has no formal training, which she believes is not a barrier to the quality of her instruction.
Instruction Methods – what is the plan for content delivery?	• Contextualized instruction, inclusive of a comprehensive introduction to the various healthcare professions and programs of study and including vocabulary, information about careers, etc. • The instructor is classroom-based with instructor-led sessions that include active learning, small group learning, etc. The classroom has a tradition set-up of rows and tables, with white board and projection screen for powerpoint, video, etc. at the front of the room. An on-line component was added to the class in its second semester to introduce students to D2L (Desire to Learn) – a common platform used within college classes at ECC.
Supplementary Programs/services; Are these during class time?	• Tutoring
Career Development	• Healthcare course content includes introduction to health occupations • Field trips to partnering hospitals • Connections to ECC healthcare programs, including tour of facilities and presentation on the healthcare degree programs offered by ECC
Transition Support Services	• As the program has evolved it has become clear to ECC instructors and program coordinator that this curriculum is focused on the "pre-bridge" level so students who are enrolled in this program will most likely continue in ESL or GED instruction until they complete their basic credential, then transition to ECC for further education • An important goal for the ECC adult ed staff is to provide as rigorous academic curriculum as possible to help students avoid developmental education, so alignment between the adult ed programs and developmental education is critical. Success at this alignment is unknown yet, since students have not had adequate time and opportunity to finish the adult programs and attempt college level instruction.
What is working?	• Strong visionary, democratic leadership for the project (Adult Ed leader serves on ECC leadership team) • High level of interest in the program and commitment to integrate into Adult Ed portfolio • Partnerships forming with internal and external groups that assist students to transition to the community college
Challenges	• Recruitment time was short; difficulty getting the target group • Progress of students is more modest than program staff had hoped for – have had to adjust curriculum to make it workable • Connections within the college to healthcare continue to evolve • Modest funding and resources for adult education programs, given the need (an on-going concern)

Jewish Vocational Service Center -- Healthcare Bridge

Target Population	• Students at NRS Low Intermediate ESL levels who have expressed an interest in employment in the healthcare sector • Students who did not score high enough on entry tests to enter CNA training • Refugee & immigrant populations with healthcare careers in their former country	
Purpose of Program	• To implement, review and revise a best practice competency-based curriculum that includes speaking, listening, reading, writing, basic computer skills, vocational and study skills contextualized to the healthcare sector and designed for NRS Low Intermediate ESL levels. • To informally assess standardized assessment tools that are approved by the ICCB Adult and Family Education Department for adult ESL students. • To develop "home grown" pre, post progress tests, based on the contextualized curriculum, that are administered at appropriate intervals as prescribed by the AEFL provider manual. • To develop a plan for recruitment and retention strategies to assist students in the successful transition from bridge education to postsecondary education and entry into employment. - recruit 25 students - retain 90% - Prepare students to transition to CNA program, JVS home healthcare aide training program, higher level ESL healthcare bridge course, or employment • To evaluate locally the support service needs of prospective students consistent with the goals of the project.	
Recruitment	• at local CBO, Howard Area Community Center • at local community college	
Collaboration	Leadership Team	JVS Project Director
	Partner	Community Based Organizations - Howard Area Community Center, Albany Park Community Center
		Adult Ed Dean, Assistant Dean, and instructor - Truman College
Leadership Team Responsibility	• JVS Project Director: - oversees staffing, relationship with partners, recruitment and project management. - has 18 years experience supporting ESL and adult education programs - recruits and hires an instructor who also does curriculum development and who possesses adult ESL credentials and some experience with the healthcare sector. • Howard Area Community Center's Ad. Ed. Department - provides recruitment support for the program. • Truman College - Adult Education Dean, Assistant Dean and JVS project director consult on curriculum to ensure consistency in ESL levels and implementation of course at both sites. - The program includes various strategies that will assist Low intermediate level adult ESL students in successfully transitioning to advanced education, training or entry into employment. - The program curriculum is designed to prepare ESL students for seamless transition into Truman's Advanced Healthcare Bridge Course. - 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.	

	- Other strategies include presentations given to students about advanced study and career options. - Representatives from Continuing Education, the Academic Credit program and Financial Aid will also inform students on programs and services available to them at Truman College to prepare them to study and work in the field. - Visits from CNA and Nursing program coordinators will also take place. - JVS program director and staff primarily responsible for initial recruitment and retention materials; these responsibilities broadened to include the bridge instructor, staff at other locations associated with JVS as new cohorts were introduced
Purposes of the Curriculum Development	• To implement a Low Intermediate bridge program to introduce adult learners with limited English language skills to the targeted healthcare sector by providing a contextualized, competency-based curriculum. • To improve students' basic skills and transition from adult education to postsecondary education, to the workforce, earning certification and training in the prescribed sector. - to prepare students to transition into Truman's Healthcare Bridge Course for Advanced ESL students • To integrate basic skill level contextualized instruction to enable students to achieve economic self-sufficiency in high-wage jobs.
Curriculum Developers	• Curriculum development was conducted by the instructor hired to teach the bridge course. She reviewed, revised and added to the existing curriculum developed with the support of a previous ICCB grant as she taught the initial cohort in winter 2010, and she continued to develop and refine as she taught another cohort in spring 2010. - Along with very basic healthcare concepts (many at a level of a basic high school first aid class) the curriculum incorporates study and job search skills, occupationally-specific vocabulary, language usage and idioms, grammar and pronunciation points, reading/writing objectives, and some basic math and math related English. - The instructor was very tuned into students' language, cultural and social backgrounds and context and she worked hard to integrate this cultural information into her teaching. - The program is working to establish appropriate entry level, pre, post, and progress test requirements based on the competencies, consistent with the prescribed AEFL provider manual. (These steps are deliberate but not research-based, at the time of the evaluator's visit.)
Courses, time and duration, credit hours & description of course contents	• Course: newly developed ESL healthcare bridge curriculum • course hours - total 64 classroom hours (4hrs/day, 2day/week for 8 weeks) • The lists of possible competencies - Identify entry position in the healthcare sector - Distinguish between the concept of "clean" and "dirty" for infection control - Etc. • The competencies provide an outline of the course materials. - the list of 20 or more competencies prioritized based on results of interviews conducted with participants during the Needs Analysis and taught in the order of established priorities. - 8 new competencies were developed and integrated into the curriculum and the list was reprioritized.
Instructors, Instructor backgrounds	The instructor has extensive experience teaching ESL courses and working with immigrant populations in Chicago. She also has some background with care giving, vocational support services and case management.
Instruction Methods	• Classroom located in Howard Area Community Center, including instructor-led pedagogy as well as active,

Jewish Vocational Service Center -- Healthcare Bridge

	contextualized learning. Many hands-on activities, small group strategies and other methods to get students actively engaged in learning. • Guest speakers • Field trips to healthcare related workplace settings, including visits to observe post-secondary healthcare classes. • Workshops that offer access to healthcare sector supervisors and employees
Supplementary Programs/services;	Basic computer skills of the type that are used in healthcare settings are introduced to help the students learn to use the internet and various vocational ESL and healthcare specific software.
Transition Support Services	• Support services related to retention activities - Database for tracking attendance, participation, and goal achievement to effectively and efficiently track students' movement through the program - Counseling: guidance by Truman college transition specialist, JVS career counselors to promote retention - Development of an orientation process to clarify expectations and projected outcomes and thus avoid the loss of potential students due to a lack of information - Templates for in-practice student consultation and goal-planning and progress check meetings, which increase one-on-one contact with students and better address their individual needs - Healthcare job search and information-gathering activities to provide authentic practical supplements to classroom learning - Web-based template for posting of success stories to give potential students someone to whom they can relate. • JVS career counselors to help with career planning
What is working?	• JVS's credibility, with long and deep relationships in Chicago neighborhoods • Partnership between JVS and Howard Area Community Center that has deepened and flourished with the adult healthcare bridge and strong leadership commitment from both partners • Experienced ESL instructor has done valuable work with the development of the curriculum and with her active, learner-centered classroom instruction; Serving in dual role as developer and instructor seems to have been beneficial during the initial implementation phase.
Challenges	• Limited resources provide for few materials, tools, etc. for bridge students; Creative improvising and "making do" with whatever was available for instruction was necessary to teach the curriculum. • Initial marketing and recruitment activities were not as successful as the project staff had hoped; changes were made to recruit the second cohort in spring 2010. • Wide range of ability among the students enrolled in the bridge classes presented challenges to the instructor in terms of accelerating students; Her experience was invaluable in getting students through as much of the bridge curriculum as she could. • Relationship between JVS, Howard Area Community Center and Truman College appears to be growing but separate systems have their own requirements; Strong leadership is needed to continue the partnership. • Because the bridge program is so new, it is not possible to know what percent of students will transition from the bridge program to Truman College and whether they will be successful in the move between the two systems. Outcomes evaluation is needed to answer these crucial questions

Kaskaskia College -- Healthcare Bridge

Target Population	• Residents who meet the eligibility criteria of adult education • At a minimum of a 6.0 grade level equivalency in the areas of Math and Reading by utilizing the TABE tests • On the date of enrollment are determined employable in the healthcare industry based on program requirements and/or national licensure regulations	
Purpose of Program	• To provide remedial, contextualized adult education services to individuals who desire current or future employment in healthcare industry	
Leadership and Collaboration	Leadership Team and Partners	Director of Adult Education and Literacy
		Adult Education Recruitment/Retention Specialist
		Assistant Director, Adult Education Program
		Instructor
		Local WIA Groups
		Local ROEs
		St Mary's Hospital
		Kaskaskia College, Dean of Nursing
		External curriculum consultant
Curriculum Developers & Curriculum Development Process	• KC staff conducted advisory meeting inviting various area healthcare providers to solicit input • Two Adult Ed. staff and instructor conducted online research for curriculum resources, textbooks, including consulting with the KC Dean of Nursing • External curriculum consultant reviewed and revised curriculum after developed by KC staff	
Assessment	• TABE • Pre- and Post-test for each learning module; students earn certificate at end of each module	
Courses, time and duration, credit hours & description of course contents	• Broad Program Components - Adult Ed. and literacy - Career assessment and computer literacy - Soft skills and workplace ethnics - College and workplace readiness • Class time: was an open-entry/open-exit model - Monday through Thursday: 10:00 am to 1:00 p.m. - Tuesday through Thursday: 5:30 p.m. to 8:30 p.m. • There is beginning, intermediate, and advanced level for each of the six modules • Core components: each learning module consisted of learning competencies related to one or more of the following core concepts associated with the healthcare industry. - Understanding healthcare systems - Personal qualities of healthcare worker - Vital signs - Specialized care - Soft skills and workplace ethics - Career pathways in healthcare	

	- Safety and sanitation in healthcare - Medical terminology - Anatomy and physiology - Computers healthcare - Applications/resumes/interviews
Instructors, Instructor backgrounds	• Two instructors – for day and evening bridge • One instructor was existing Adult Education instructor previously employed as an Even Start Instructor • Second instructor was new to Adult Education
Instruction Methods	• Traditional classroom instruction • Use of healthcare science textbook, healthcare math textbook, and legal and ethical issues in healthcare; regular homework and tests given weekly • Were intentional about learning communities • Student tutors attended class regularly and worked directly with the instructor in the delivery of tutoring services to the students. • Accessibility to on-line academic services • Instructor takes students to computer lab to do research on lists of healthcare topics to integrate computer literacy
Supplementary Programs/services	• GED Scholarship - Upon obtaining their GED credential, students have opportunity to continue at Kaskaskia College with GED Scholarship paying for tuition and fees for 48 credit hours at the college—student will enroll in transitional course. • Mentoring services and tutoring services • Case management services from program staff with some services shared by instructor • Transportation services available for day bridge class • Instructor has “informal” transition plan • Guest speakers: career services specialist, Dean of Nursing, Radiology faculty • There was turnover with Transition Coordinator so the role of transition coordinator was minimal
Career Development	• Volunteer retired nurse who visits bridge weekly and helps with tutoring • “Sneak Preview” – Visit to chiropractic clinic in February and to local veterinary clinic in March • Job assistance and placement services - Services from Workforce Development partners, Kaskaskia College’s TANF Job Club Coordinator, and the Kaskaskia College Career Service Specialist (talked to students about career pathways in healthcare).
What is Working?	• “Sneak Preview” trips to local employers and the establishment of relationships with employers • The use of the healthcare textbooks and distribution of certificates for module completion
Challenges	• Recruitment and retention: November and December were difficult times to recruit students for a new program • Transportation and childcare • Lack of sufficient class time to deliver entire curriculum • Ambiguity about funding for future bridge programs

Lewis & Clark Community College – Healthcare Bridge

Target Population	• Students in Adult Basic Education (6.0 – 8.9 grade level equivalence) • Students in Adult Secondary Education (9.0 GLE and above) • "They [the students] range from average to excellent [in reading]. Everyone was at the 9th grade level except for two women." • Youngest student is 16; oldest 42. All students are women (not intentionally, it just worked out this way).	
Purpose of Program	• To implement Bridge to Health Sciences so that students will meet entrance requirements for LCC HS programs. • To determine how to integrate this program as a permanent offering of LCCC adult education. • Development of a contextualized curriculum 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. • The goal includes specific take-aways from this development - an action research process including guiding question and documented lessons learned; - a replicable, contextualized curriculum leading to health sciences; - a list of student success factors; - a documented recruitment, orientation and retention process.	
Leadership & Collaboration	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 Allied Health
		Director of Adult Education
		Director of Academic Affairs Operations
		Director of Academic Advisement and Assessment
		Program Coordinator, Adult Education
	Faculty	Math instructor
		Reading instructor
		Career Development instructor
		Writing instructor
		Associate Professor, Dental Hygiene
		Associate Professor, Nursing and Co-Director of the Nurse Managed Center
		Instructor/Coordinator, Exercise Science
		Associate Professor, Occupational Therapy Asst.
		Counselor
		Division Assistant, Adult Ed.
		Project Manager, Perkins Student Support
		Manager, Workforce Development
	Partner	Workforce Investment Act
		SIU Edwardsville
		Adult Learning Centers

Curriculum Developers & Curriculum Development Process	• The larger team was involved in the development of the curriculum, but "not so much" in its implementation. They used basically the same team that they assembled for the Shifting Gears project, but added the healthcare people.
Assessment	• TABE test used for placement assessment. • Career and self-exploration class uses Myers-Briggs, Strong interest inventory, and learning styles assessments. This class also uses student resumes, mock interviews and cover letters to assess student learning. • Students also are given the ACCUPLACER. • A separate math assessment exam is used, because the math instructor does not feel as though ACCUPLACER captures the skills included in the contextualized instruction.
Courses, time and duration (a), credit hours (b) & description of course contents (c)	1. Reading and study skills: - Every day, 1 hour - Reading skills contextualized to healthcare setting. 2. Math 124: - Two days a week, 2 hours, 15 weeks - Math instruction contextualized to healthcare setting. Designed to provide skills equivalent to Math 111 (basic math), 112 (elementary algebra) and 114 (math for healthcare). 3. Career and self-exploration: - Thursdays, 1:30 pm, 3 hours - Assigned readings from Career Fitness book, open discussion. Designed for self-discovery by the student. 4. Writing: - Tuesday afternoon - Using English Skills by John Langdon. In addition, selected readings from the health sciences book (no title given) are used as a basis for discussion and writing assignments.
Instructors, Instructor backgrounds	• Math • Reading • Career Exploration • Writing
Instruction Methods	• Reading - Focus of the session was on medical vocabulary review, incl. items from vocab. list to be encountered in upcoming math instruction. Also a reading assignment on issues encountered by new nursing students in clinical assignments. Full class instruction first 15 minutes, followed by 30 minutes of seatwork, then 10 minutes of teacher/student discussion, and concluding with 10 minutes of seatwork prep for online review questions. Instructor actively engaged students individually asking questions, and by asking students to answer the three chapter review questions which were to have been turned in as homework. 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, incl. drug-specific conversions using examples of actual drug labels. Full class instruction for 15 minutes, followed by seatwork, coupled with interaction with instructor as students encountered problems they had questions about. Two students worked together. Instructor actively engaged students throughout this process, asking questions, and supporting their critical thinking by asking them to explain their logic for why they addressed specific problems as they had. She provided lots of positive feedback.

	• 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 book.
Supplementary Program, Services, and Materials	• Staff costs paid at a higher level • Transition counselor • More prep time for classes • More comprehensive support services. Used a grid of barriers and resources to help identify sources of assistance for students.
Career Development	• Career and self-exploration class (see above). • Students received a grid which provides requirements for each of the LCCC healthcare programs.
Transition Support Services	• Students have an assigned counselor from the adult ed program (Diane McGraw). She is a general counselor for career, personal, and academic. She is a certified counselor. They are working on getting all these students the same academic counselor when they transition to the college credit courses. She follows up with each student to ensure they stay on track with the bridge program. She has other non-bridge adult ed students. She works with students on questions such as: What is an enabler? What is your support system? • Students encounter barriers due to child care, financial constraints, transportation, and family/relationship problems. • Some of the major changes she sees in students are a increasing belief in themselves, that something more than a GED is possible, and increasing camaraderie among the students.
What is working?	• A *learning community* emerged naturally from these students bonding with each other. They had tried a buddy system before, but this seemed to be actually work with this group of students. They made a point of spending time with the students as a group to get their feedback, having lunch with them and scheduling a networking session/celebration at the end of the program. Part of the reason this community may have taken root in this group of students and not in other GED programs is the fact that they are all focused on the same career objective. • *Students* mentioned the following features and components as being especially helpful or valued: - the community with other students; - specific instructors; - the orientation; - the healthcare vocabulary instruction; - the math instruction; and - the fact that the bridge helped get you ready for college work. • Faculty cited the following reasons for success: - *The staffing model*: they have a weekly staffing session where all faculty and the counselor attend to discuss each student's progress and problems requiring intervention. They knew what was happening with every student. - *The inclusion of the courses in the college transcript*: Students received transcripted credit including a grade which appears on their college transcript. Students were reminded of this and its implications, and it helped to set higher expectations on the part of instructors and students. • *Access to college credit math instruction*: Students who complete the bridge gain access to college credit math instruction without the need for further placement testing in math.

What could be improved?	• Making connection with the WIA Title I program: They don't really know how to do this. • Orientation: "We didn't get to do an orientation…"
Challenges	• *Recruitment*. There was insufficient time to recruit students into the program, due to the delay in getting grant approval from ICCB. They really need a minimum of one month to recruit students; they had about a week for this project. With more than a month they could go outside their existing adult ed students. • *Planning.* Trying to move toward a more planning culture, rather than a reactive culture in responding to these grants. • *Curriculum development*. Would like to revisit curriculum now, because these students moved through the material at a much faster pace than what was envisioned. Also would like to go back and make sure that the reading and math instruction are even more in sync. • *Course approval*. Curriculum development and implementation outpaced the course approval process, so that students had to be enrolled for reporting purposes in the manufacturing math course while they were awaiting approval of the healthcare math course. • *Course scheduling*. They have some data that suggests that the more frequently a course is scheduled each week, the better the students do. Only English was offered each day, others twice or once per week. • *Replication of the staffing model*. This is a very labor-intensive process, which would be hard to replicate on a larger scale. They were able to use this model for Even Start and Youthbuild, because these were targeted programs with special funds.

Pui Tak -- Healthcare Bridge

Target population	Intermediate and advanced level ESL students who are interested in occupational training that lead to employment in the healthcare field	
Purposes of program	To implement the bridge program developed in FY 2009 that prepares ESL students to enter vocational training program and employment in the healthcare field	
Leadership & Collaboration	Leadership Team	Adult ESL Administrator
	Partner	C.N.A. Program Coordinator, Malcolm X College
		Mercy Hospital
		Local doctor in private practice
		Specially trained for this program
Leadership team responsibilities	• External collaboration - Employment training program: Malcolm X College's Associate Degree in Applied Science-Career Program - A community-based organization providing pre-employment training and employment placement services: Chinese American Service League - Healthcare employers located in or near Chicago's Chinatown: St. Agnes Healthcare and Rehabilitation Center - Mercy Hospital and Medical Center • Internal Collaboration	
Faculty & Responsibilities	• Bridge Program, curriculum development, and Implementation team - Bridge Program and curriculum development coordinator - Program details - Oversees the Bridge Program including recruitment of students, operation of Bridge classes, hiring, training, and supervision of instructors, collaboration with partners, supervision of transition coordinator, and assurance of funding compliance - Bridge Program and curriculum content expert - Example - Assisted with the "Ask the Doc" by creating answers to the questions - Bridge Program Instructor – assisted with developing the curriculum and lessons, responsible for instruction – focuses on Speaking Listening Reading Writing …"not as much as a content thing" Overall, goal to engage the students to be active learners - Transition Services Coordinator in charge of the transition service including the provision of career and guidance counseling and transitional support to students, serving as a liaison with vocational training programs and employers, and the operation of the resource room. - Bridge program instructors: instruction, maintenance of student record, administration of assessments, and monitoring of student progress.	
Curriculum Developers & Curriculum Development Process	• Bridge program and curriculum development team (8) - Bridge program and curriculum development coordinator - Bridge program and curriculum development assistants • Development process (proposal, 3) - Research, collect and review available curriculum - Worked with Malcolm X College's CNA program - Collected input from students - Collected information from partners including training programs (enrollment requirements and healthcare-specific	

	vocabulary), other community-based providers, employers (job description and healthcare-specific vocabulary) as well as administrative codes (minimum requirements for certified nursing aide, etc.) - Review curriculum models - Develop curriculum materials and activities - Identify and plan assessment materials • Involving students and partners to the program design and curriculum development process to ensure that the content is relevant, accurate and taught in the proper sequence. • Used survey and interviews with students and partners to gather curriculum information and to identify the area of interest.
Assessment	• BEST and CELSA • Informal assessment – instructor's impressions of progress • Preparation for COMPASS
Courses, time and duration, credit hours & description of course contents	• "Introduction to Healthcare" (total 50-hour course) - 8:15-10:00 Monday-Thursday • Duration of instruction: Three 7-week terms over a 6 month period • Overall Objective: To implement the bridge program developed in FY 2009 that prepares ESL students to enter vocational training program and employment in the healthcare field • Core Components: Contextualized instruction, Career development, College Admission Preparation, Partnership, and Transition services • See Instruction Methods for more details
Instructors & Instructors Backgrounds	• One instructor, retired high school instructor. Has been to China and taught English there. Has the ESL endorsement. Has been at Pui Tak for several years. • Part of the development team. Knows reading instruction because of his high school teaching • Does not have a healthcare background • Have instructor in ESL who is a doctor but is not teaching in Bridge program. Have a "dream team" – coordinator, subject matter expert, and instruction expert.
Instruction Methods	• Primary classroom instruction • Focus on English speaking, listening, reading, and writing • Goal is to get students to participate as much as possible in active rather than passive learning • Each of which focuses on an everyday healthcare such as grooming and hygiene. It also includes lessons focused on basic nursing care and skills such as how to take a pulse and measure blood pressure. • For example, the classroom lesson that was observed focused on blood pressure. • Each lesson is presented using a short introductory lecture on the topic of the day • "Ask the Doc" – taped vignettes and focused discussion questions. During the classroom observation, students listened to taped discussion on blood pressure. Used tape in repetition with questions posed as the instructor stopped and started the tap. Asked questions such as, "what should the person do?" and "are there any words you do not understand?" The "Ask the Doc" answers were developed by the doctor on the "dream team". • Student "Roundtables" – students stand and discuss in small groups (2-3 students) "Roundtables" has a listening component and a medical component (general knowledge and English) During the classroom observation, a "probe and personalize" discussion among students in small groups was observed. Students stood during the 5 minute discussion on

	how they could keep their blood pressure healthy. Then they shared what they discussed with the entire group. • Performance skills – practicing and demonstrating some common care skill such as perform oral hygiene as well as basic nursing skills such as taking someone's temperature. Observed during the site visit was measuring blood pressure. • Students have practice assignment at home • Field trip – two field trips during the third term – visit a nursing home or hospital and one to visit Malcolm X College • Workshops focused on the healthcare field in the Chicago area • Presentations by partners • Students expressed during the interviews that: - They liked the time to talk and practice their English by working on listening, reading, and speaking skills, at home, they interact in Chinese. - Liked being divided up into groups and the peer help with interpersonal skills - Would like more opportunities to work on their writing skills. - The Bridge program offered a way to work on nursing skills, learn more about American culture, and improve their English. - More opportunities for employment - Fears about passing COMPASS…need help to pass
Supplementary Program, Services, and Material	Workshops to prepare for the COMPASS assessment test. Worked with Malcolm X College to create sample reading passages. Practice test taking in the computer lab. • If students do not pass COMPASS, the ideas being discussed include - have students participate in the Bridge program again - arrange with Malcolm X College an intensive reading course • Students used electronic translators
Career Development	• Career development framework adapted from The Center on Education and Work (CEW) at University of Wisconsin. Working on preparing the workforce and career readiness. Goal for students to be able to provide for their families and contribute to their communities • 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 • Mainly focus on two major activities, Bridge Class and Transition Services and Career Exploration Workshops. For example, worked on resume writing and interviewing with the transition coordinator in a career focused workshop
Transition Support Services	• Student services manager and transition coordinator – provides individual support through information sharing and referrals. Tutors are available at Pui Tak on Tuesday and Saturday. Tutors are local college students. Child care and elder

	care are needs of some students, try to assist in finding support. Arrange for speakers to talk with the students about issues such as financial aid – some are US citizens and some are permanent residents. *An interesting note: the CNA program at Malcolm X College is not financial aid eligible because it is an 8 week program.* Has mid-term and final interviews with students to connect and assist, without the transition coordinator students would take their questions to the instructor who may or not have the information they need. Sees transition coordinator position as ½ counselor and ½ motivator who addresses concerns and assists with retention. Arranged and coordinate the COMPASS workshops and field trips to Malcolm X College and to Mercy Hospital. • Transition coordinator is key but costly not sure about the future • Individual support is necessary because students have a variety of backgrounds. Many have degrees from China but do not have a U.S. high school credentials. Not sure if this is necessary, seems to depend on the individual. Transition support includes assisting students with the various obstacles to their College admission • Would like to set-up a student resource center but do not have the space available at this time. They have reached their capacity in their building. Space is limited in Chicago in China Town. • Working in building the students' skills to take assessment tests. Feel students are familiar with ESL standardized assessment but College placement test some are not prepared for this type of test. It is more "academic". • Need to work on alignment of curriculum to try to prevent students from having to take development courses when they transition to College. "Need to have the students pass"
What is working?	• Strong relationship with educational partners and healthcare providers; let students come onsite so they can have first-hand information; shows that we have put in time and efforts to develop relationships and engage partners – formal and informal • Transition services – each student will have 3 interviews by time they're done; in beginning – goals; mid-term – has your goal changed? In exit interview – will have taken the COMPASS college placement exam so know who might need some extra work and can arrange for this assistance. • Advantage of being CBO – in touch with local community in terms of students; organization mission – to be a bridge • Providing ESL instruction with a career cluster focus builds student skills in needed areas (i.e., health science and English). Students are multiple lingual.
What could be improved?	• Screening for the program – need more specific guidelines because "students do not always tell you what they think but tell you want they think you want to hear" not sure healthcare is what they really wanted. • Program goal to become wider – beyond CNA How do we not stop at CNA? Need to look at the GED issue CNA could be looked at as a dead end after awhile.
Challenges	• Short amount of time for recruitment for the program. • Limited space in the building • Takes a huge effort from students to come to class: - Family work and child and elder care - Do not have time to study because of family and work commitments • Assessment tests such as BEST provide formal assessment of reading skills but does not provide much information about listening and speaking skills • College admissions exam preparation – dealing with skill building but also with testing anxiety • Students having time to access and participate in supplemental program activities and services such as workshops, field trips, and tutoring. For some students, outside classroom time was already filled with work and family responsibilities.

Rock Valley College -- Transportation, Distribution, & Logistics Bridge

<table>
<tr><td>Target Population</td><td colspan="2">• Students with 6.0—8.9 reading level
• ESL – intermediate
• Students willing to make commitment to 4 days/week – 8 week program
• Can include TANF & WIA eligible adults</td></tr>
<tr><td>Purpose of Program</td><td colspan="2">• Improving basic skills, reading, writing, math levels through contextualized instruction
• Understanding of individual career interests, goals, and variety of careers available in TDL industry
• Understanding of available college resources that will help student achieve goals in TDL industry
• Transition students into TDL employment, next levels of adult ed coursework, related postsecondary coursework</td></tr>
<tr><td rowspan="9">Leadership & Collaboration</td><td rowspan="4">Leadership Team</td><td>Director, Adult Education & Literacy Rock Valley College</td></tr>
<tr><td>President of Rock Valley College</td></tr>
<tr><td>Workforce Investment Board, Executive Director</td></tr>
<tr><td>Rock Valley College Dislocated Workers Program, Director</td></tr>
<tr><td rowspan="5">Partner</td><td>Rock Valley College Continuing Education</td></tr>
<tr><td>Rock Valley College Public Safety, CRP trainers</td></tr>
<tr><td>United Parcel Service</td></tr>
<tr><td>Syncreon US Automotive</td></tr>
<tr><td>BON-TON</td></tr>
<tr><td>Curriculum Developers & Curriculum Development Process</td><td colspan="2">• ABE and ESL instructors
o One instructor used to work at UPS
• Transitions Coordinator
• TDL professionals
• Four basic elements to the curriculum:
- ABE - reading, writing, listening skills, math
- college transitioning skills - includes some of the reading writing skills but also other things like note taking, leave with a plan. Something in place
- job specific skills to TDL
- Employment skills - includes things like interview skills, resume writing
- TDL professionals reviewed and commented on curriculum after development.
- Week by week template for sequence of materials
- Teacher develop lessons plans as they see fit</td></tr>
<tr><td>Assessment</td><td colspan="2">• Tests of Adult Basic Education (TABE)
• BEST for ESL
• Work Keys
• ACCUPLACER</td></tr>
<tr><td>Courses, time and duration, credit hours & description of course contents</td><td colspan="2">• ICCB funded TDL Bridge- Reading level 6.0–8.9 and ESL students at the intermediate level or above
- Three sessions
- Sessions I and II: 8 weeks, 16 hours/week, Monday – Thursday</td></tr>
</table>

	- Session III: 7 weeks, 20 hours/week, Monday-Thursday ICCB TDL Bridge: Pre-GED prep: concentrated class that improves basic skills in the areas of reading, math, writing, and computer skills • Overall objectives - increase students' basic reading, writing, and math levels through post-testing scores - improve students' understanding of the TDL industry including career opportunities and job requirements for TDL employment - complete basic employment skills training, demonstrating appropriate employment strategies and work-related behaviors - gain an understanding of college-related services and programs to assist in transition to further education - Understanding of available college resources that will help student achieve goals in TDL industry - Transition students into TDL employment, next levels of adult education coursework, related postsecondary coursework • Competencies - listening, speaking, reading, writing, math, computer skills, college transition proficiencies, social and interpersonal, employee information / expectation, health and safety, equipment use, employment skills Core Components: • Computer basics • Contextualized reading – TDL • Basic math related to TDL • Presentation skills • Working in teams • College overview – services available, programs, etc. • Basic instruction in some TDL equipment • Employment skills, employer expectations • CPR training • Interviewing, resume writing • TDL vocabulary Also DCEO-funded TDL Bridge: Reading level 9.0–12.9, GED prep is divided into two parts. *Part I* is 12 weeks: concentrated class to improve skills in computer usage, reading, math, and writing in preparation of the GED testing while preparing students for employment in the TDL field. *Part II* provides students with continuing education courses in computer keyboarding, specialized forklift training, and APICS which leads to certification in these areas. Must be WIA eligible.
Instructors, Instructor backgrounds	Multiple instructors, all have taught ABE and ESL
Instruction Methods	• Lecture, guest speakers/consultants, hands-on equipment, training, online activities, group projects • Team work • Everyday work on math, reading, and career development

	• Lessons were developed using: - Florida Works information - GCF LearnFree.org – create and provide quality, innovative online learning opportunities to anyone who wants to improve the technology, literacy, and math skills necessary for them to be successful in both work and life - Microsoft
Supplementary Program, Services, and Materials	• CPR training and certification • Certification of completion • Interview with a local TDL company
Career Development	• Interviewing, resume writing • TDL tours & overview of TDL industry • Career interest surveys • TDL Career Express Goal Setting Worksheet
Transition Support Services	• Stated transition possibilities: TLD Career Express completion: to GED preparation courses, attain a GED, further education/certificates, and/or jobs within the TDL industry…From Session I, II, or III move on to complete their GED, they transition into a "regular" GED program without a TDL bridge • Recruitment – Orientation meeting, Interviewing • Goal setting • Weekly meetings for progress checks as a class and individually • Funding bus passes • Community referrals such for child care and assistance for ex-offenders • Supplementary text – lower level than the class text working with student to bring their skills up to class level • If reading level is under 6th grade a referral to regular GED classes • Follow-up on absences • Arrange for and schedule industry partners to speak with the students and provide tours.
What is working?	• Working with the TDL industry partners • Students dedicated and interested in TDL, which helps with retention • Working with transition coordinator - Initial goal setting – one-on-one - Meeting with them weekly and working on that; met with first group as a class; have met individually with students during class and/or on the phone outside of class; - Long-term and short-term educational and career goals; have action steps and revisit those mid-term and at the end of the class • Use of computers during instruction
What could be improved?	• Marketing and informing people about the program and what TDL is • Working more with partners for recruitment such as Rock River training, dislocated worker program, and Workforce Investment Board to help with referrals for the program. • Start the goal setting early on in the program • Need to improve the contextualization of the curriculum

	• More training on transition services and support
Challenges	• Recruitment – Had only 2 weeks to recruit students before Session I began; needed time to inform people about TDL o 1st session – recruited from current registration; o 2nd & 3rd – newspaper, press release, spot on the news; made links with other organizations – met with community centers and did job fairs; DHS • Working with industry partners; when we developed bridge, unemployment was 15-18% and partners were interested; Since then, unemployment has risen to 22%, and some of individuals at partner companies are no longer employed; gave example of Home Depot who is doing HR regionally and not locally; they are facing own layoffs and employment problems • Potential students with criminal backgrounds – have started to screen or conference with students, so when they come they disclose criminal background on questionnaire; didn't address with the first class but am doing with second and third; have referred several students to Workforce Connection and have had a few students follow-through • finding instructors; have tapped into existing instructors; most are part-time and can only work so much • Coordinating within existing adult programs and other higher education programs. • Small staff with much to do • Funding cuts that lead to staff layoffs and terminations • How to handle absences in a similar fashion as an employer would

Shawnee Community College -- Healthcare Bridge

Target Population	• TABE requirement of 6.0-8.9 in Reading and Math or High Beginning ESL; original criteria was above 9.0, but took some students below 9.0	
Purpose of Program	• Making successful transition to advanced education, training, or entry into employment without the need for remediation	
Leadership and Collaboration	Leadership Team and Partners	Dean of Adult Education
		Program Coordinator
		SCC Vice President of Instruction
		SCC Alternative High School Supervisor
		SCC Director of Financial Aid
		SCC Director of Nursing
		Two Rivers Ministry
		Alexander and Pulaski County Department of Human Services
		SIUE Professional Development Center
		SCC Healthcare Advisory Group
		Illinois WorkNet Center
		Cache Valley Assisted Living
		Cairo/ Egyptian/ Vienna/ Massac County/ Anna-Jonesboro Community High Schools
Curriculum Developers & Curriculum Development Process	• Curriculum development efforts included visiting Southeast Arkansas College, partnered with SIUE Professional Development Center • Consulted with SCC Director of Nursing, SCC Vice President of Instruction, and SCC Alternative High School Supervisor to create curriculum outline • Bridge instructor used curriculum outline to develop detailed lessons, create course schedule, visit partners, and identify books	
Assessment	• TABE	
Courses, time and duration, credit hours & description of course contents	Course Time & Duration: • 16 weeks • Tuesday, Wednesday, Thursday: 8am-12pm Curriculum • Module 1: Orientation - explanation of program/objectives - learning styles inventory - career interest inventory - barriers/solutions discussion - expectations of students and of program - goal setting - student portfolios - TABE (reading/math/writing)	

	• Module 2: Basic contextual academic skills Reading: - comprehension: developmental reading textbook - reading tactics in content area/ gathering information: internet/healthcare website - vocabulary development: medical/technology terminology & abbreviations (CNA texts and websites), Tier 2 vocabulary words-STAR strategies: for nursing entrance exam-word power) - technical reading (employee manuals and documents, CNA text) Writing: Math for Meds, COMPASS math practice book, Contemporary - essay/research writing - business/technical writing - grammar Math - number sense - measurement - algebra - geometry Science: internet and texts Technology: - create a display of clinical laboratory careers and other healthcare careers - create a PowerPoint presentation on the healthcare topic of your choice, including tables and charts - mini-course on computer skills, the basics (word processing, e-mail, saving documents, attachments, excel spreadsheets, tables & charts) • Module 3: college exploration and survival skills (tours and guest speakers arranged by coordinator) • Module 4: basic employability skills - communication and listening - thinking skills - personal qualities: individual responsibility/ self-esteem/ sociability - confidentiality in healthcare field/ethnics - computer literacy • Module 5: healthcare technical skills (shadowing, tours: local hospital including various department, equipment, procurement, and certification classes arranged by coordinator: basic first aid certification, CPR certification) • Module 6: career experience (shadowing, speakers and career fair arranged by coordinator) - healthcare job shadowing, including activity directors, registration clerks, and admission clerks - guest speakers from various healthcare sectors - healthcare career fair
Career Development	• Has an ICP for each student – set goals when they did assessment
Instructors, Instructor backgrounds	• Instructor has previous experience working for college and has healthcare background (nurse)
Instruction Methods	• Balance between structured group instruction and individualized instruction

	• Four hour class time period structured in 50-minute segments to replicate college class experience • Considers contextualization as "hooks" for students to hang information on • Instructor tries to nurture learning community
Supplementary Programs/services	• Transportation – $35/day • One student receiving child care support • Academic/Transition Services: tutor, counseling, FAFSA assistance, Compass or Asset Test • Bridge coordinator as primary contact for students, although instructor addressed assisted with services and referrals as needed • Field trip and tour of main SCC campus with instructor (attended by 2 students) – went to WIA office, nursing classroom and lab, library tour, financial aid • Recognition ceremony at end of program • Job shadowing
Career Development	• Program associated with a "job readiness" certificate • Partners invited to be guest speakers on various topics (dressing professionally, time management, client relations, ethical decisions and problem solving, HIPPA) as well as the organization they represent
What is working?	• The structure of the curriculum modules • Guest speakers and job shadowing • CPR module was well-received by students • Visit to main SCC campus
Challenges	• Lack of community knowledge of concept of bridge programming—contributed to recruitment challenges • Retention of students who do enroll • Partner engagement beyond the curriculum development phase • Funding for sustainability of bridge programs • Transportation and child care • Lack of time for instructor to deliver bridge curriculum

Township High School District 214 Community Education -- Manufacturing Bridge

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 low-intermediate ESL level • May or may not have a high school credential • May or may not be an incumbent worker	
Purpose of Program	• Developing a comprehensive plan to create an adult education "bridge to career pathways in manufacturing" program • Identifying/ developing best practices and approaches to the delivery of instruction • Aiming to contribute ultimately to a well-organized, formal career path system in the State of Illinois that produces a highly skilled and capable workforce	
Leadership and Collaboration	Leadership Team and Partners	Manager, District 214 Community Education Adult Education & Family Literacy program
		Dean, Academic Enrichment and Language Studies (AE/LS), William Rainey Harper college
		AED Co-Chair AE/LS Division, William Rainey Harper College
		Technology/GED- Head Instructor & Transitions Coordinator/Counselor, District 214 Community Education Adult Education & Family Literacy Program
		2 Curriculum Developers - AE/ESL instructors
		District 211 Continuing Education
		Illinois WorkNet Center
		Experts in the manufacturing sector
Curriculum Developers & Curriculum Development Process	Two ESL instructor worked with William Rainey Harper College and industry partners Curriculum content - "basic Manufacturing Vocabulary and Language Skills"' "Basic Math and Measurements"/ "Basic Work Principles-How to Get a Job in Manufacturing"/ "Learning Skills-How We Learn Best" • Researched information, e.g., "Career Clusters-Focusing Education on the Future", and existing curricula, and adapt or develop basic skills contextualized curricula designed to accelerate advancement along career pathways in manufacturing through short-term, intensive classroom components. • Collaboration with experts such as Executive Director of the Chicago Manufacturing Renaissance Council (CMRC) and Founder of Austin Polytechnic Academy; Chief of Chicago Federation of Labor Workers Assistance Council; and Director of Programs for the Illinois WorkNet Center.	
Assessment	• TABE • BEST and CELSA	
Courses, time and duration, credit hours & description of course contents	Taking GED and/or ESL as needed in addition to: Contextualized instruction, i.e.: • Math & Measurements • Manufacturing Vocabulary and Language Skills • Career Development • Learning Skills 9-12am Math offered on Tuesday for 9 weeks Reading and vocabulary and writing skills offered on Thurs. for 9 weeks, then learning skills and job searching skills	

Township High School District 214 Community Education -- Manufacturing Bridge

Instructors, Instructor Backgrounds	Four teachers - ESL instructors; High School Math instructor with ESL background
Instruction Methods	• Traditional classroom instruction, • Blended online approach, • Computer-aided instruction, • Team teaching - William Rainey Harper College's current content course (ELT 110, RAC 103, etc) - Infuse vocabulary or math mini-curricula to support the content together.
Supplementary Programs, services, and materials	• Field trips to William Rainey Harper College, library, industry partners – outside of class time • Students met with theHuman Resources Mgr of Trelleborg Sealing Solutions on April 8, 2010. • Harper General Campus Tour and visits to Maintenance & Welding Technology, Graphics Arts, RAC (air conditioning) and Electronics classes on May 6, 2010 • Books and other materials provided but students are asked not to write on them or use highlighters.
Career Development	• Meeting of students with potential employers • Work on resume writing, interview skills, job seeking skills • WorkKeys
Transition Support Services	• Regular mandatory scheduled meetings with the Transitions Coordinator/Counselor to - update students' individualized Bridge Career Plans - advise them regarding their career pathway - help them find ways to reduce barriers to participation - assist them to find financial aid - update students' individualized Bridge Career Plans
What is working?	• Partnership with William Rainey Harper College and area libraries and IL Worknet • The partnership with manufacturing industry in the development stages and provided authentic materials – employee handbook provided teaching topics and information—authentic source for teachers to select from • Having manufacturing partners and speak with the class gave students a real sense of what opportunities are available and how to get there • Field trips - Going to college, companies, library – gave students confidence. For example, students accessing library on their own • Contextualized reading instruction – learning styles, note-taking skills could be easily replicated; ability for student access to technology • One-on-one recruiting – connecting with students early • Having a transition coordinator
What could be improved?	• Sharing lesson plan, materials, and strategies • Having a place to share curriculum and lesson plans • Recruiting • Transition support – limited resources and personnel to meet individual student need • Work with industry partners to maximize relationship

Township High School District 214 Community Education -- Manufacturing Bridge

Challenges	• Individualizing curriculum objectives to meet student needs - Securing teachers that can contextualize math to the manufacturing component of curriculum and teach ESL adults - clear pronunciation of new vocabulary • Preparation and resources used in training teachers for individualization - presenting, reading, some kinesthetic activities to meet varied learning styles • Need professional development on contextualization. – Service center creating guide on bridge programs • Recruit people into manufacturing as a great career option. Had to provide information about manufacturing employment opportunities so that potential students understand the possibilities.

Triton College – Pre-Health Careers Academy

Target Population	• ASE (9.0 + GLE) Upper level GED students including those who are recent graduates • ESL (Intermediate +) Level 4 & 5 ESL students • All students have expressed an interest in Health Careers and have signed a commitment contract	
Purpose of Program	• Integrate basic reading, math, language skills, industry/occupation knowledge and employability skills, and personal and academic support to prepare students to meet basic conditions and criteria for entrance into postsecondary credit programs in healthcare (specifically noted healthcare certificate programs) • Incorporate strategies to deal with the lack of educational and career goals, intimidation by the college environment, lack of study skills, and poor prior school experiences	
Leadership and Collaboration	Leadership Team and Partners	Program Administrator
		Project Director/Coordinator
		Dean, Triton College Health Careers
		Associate Dean of Continuing Education
		Triton College Testing Center
		Triton College Career Services Center
		Faculty mentors
		Westlake Hospital
Curriculum Developers & Curriculum Development Process	• Program administrator and Project Director along with the Center for Teaching Excellence administrator, Assistant Dean of Continuing Education and Dean of Health Careers worked together to put the curriculum together. • Reviewed curriculum needs for credit courses in health careers and developed strategies to scaffold instruction • Four learning dimensions determined by curriculum development activities: Academic Foundation, Communication, Employability, and Teamwork • Content from the following standards/components considered during curriculum development activities: National Healthcare Standards, National Work Readiness Credentials, ICCB ESL curriculum content standards, and current ICCB recommended GED curriculum components	
Assessment	• TABE • CELSA • COMPASS – before and after participation in the academy	
Courses, time and duration, credit hours & description of course contents	• Students are dual enrolled in GED and/or ESL classes as needed • 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	
Instructors, Instructor backgrounds	• Multiple instructors: ESL and ABE instructors; Continuing education instructors; Science instructor • All seasoned instructors	
Instruction Methods	• Short-term, intensive classroom components delivered via continuing education	

Triton College – Pre-Health Careers Academy

	• Traditional GED and ESL classroom instruction and team teaching • Use technology – healthcare related, computer and Internet related, Blackboard • Anatomy and Physiology - case studies and group discussion – instructor spoke of during interview and it was observed during site visit
Supplementary Programs, services, and materials	• Books provided • ABE, ESL, Continuing education courses, College 101 - tuition covered
Career Development	• Triton College Career Services Center - career planning, job search skills such as resume writing, interview techniques, and methods to maximize job fairs • Career Cruising • Integrated into academy time
Transition Support Services	• Case manager recognized as critical to addressing recruitment, retention, barriers to participation, and as "hands-on point person) for students • Mentors – do much of the case management and checking in on students • Project Director also provides transition support services for students.
What is working?	• Bridge concept is good, the students and partners are invested. • Mentors have been beneficial to the student • Working with Continuing Education providing a model of giving the students more flexible lessons
What could be improved?	• Retention of students – hold them accountable via contract • GED math curriculum needs to be longer and more intensive – these changes are being made; also working on adding an open enrollment math review course • add a small textbook on medical terminology • add lab space for and time to the Anatomy and Physiology course for more hands-on instruction and activities
Challenges	• Communication – for example, tuition and books – tuition was free and students got a bill • Partnerships with continuing education and health and biology have been great but challenging. Partnering with continuing education and credit education is starting to change the attitude toward adult education. - Realizing they have a pool of people who are motivated to go on to further education - Passed COMPASS • Funding – would like to have a series of career academies for students to choose from that move them from GED/ESL to college credit programs.