

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

| Resources  | Goals   | Target Population  | Core Components   | Outcomes   | Impact  |
|--|---|--|---|--|---|
| <p>Bridge Implementation Grant</p> <p>Bridge-Trained Instructors</p> <p>Students</p> <p>Testers</p> <p>Bridge Curriculum</p> <p>Transition</p> <p>Coordinator/Counselor</p> <p>WorkTrain</p> <p>William Rainey Harper College</p> <p>Compass Testing</p> <p>Existing HVAC, Welding, and Graphic Design courses at William Rainey Harper College</p> <p>Data collection for program management via the DAISI system</p> | <p>Flyers/promotional information distributed to students and a variety of outlets including local manufacturers and Chambers.</p> <p>Cohort consisting of 10 consistently attending students formed at D214 CE (1 ABE student and 9 ASE students)</p> <p><u>55 units of instruction</u> provided.</p> <p>Cohort consisting of 7 consistently attending students formed at William Rainey Harper College (4 ABE students and 3 ASE students <u>19 units of instruction</u> provided</p> | <p>Adults 16 years and older who:</p> <ul style="list-style-type: none"> <li>• Have reading and math levels at or above the 6<sup>th</sup> grade level through pre-college level <u>or</u></li> <li>• English language proficiency at or above the low-intermediate ESL level</li> <li>• May or may not have a high school credential</li> <li>• May or may not be an incumbent worker</li> </ul> <p>Students were identified as work-eligible in the US and express an interest in working in the manufacturing sector.</p> | <p>Pre-skills assessments</p> <p>Counseling</p> <p>Contextualized instruction, i.e.:</p> <ul style="list-style-type: none"> <li>• <i>Math &amp; Measurements</i></li> <li>• <i>Manufacturing Vocabulary and Language Skills</i></li> <li>• <i>Career Development</i></li> <li>• <i>Learning Skills</i></li> </ul> <p>Transition support services</p> <p>Partnership with Harper College</p> <p>Partnerships with businesses and Illinois WorkNet</p> <p>Key Train website</p> <p>D214 CE students met with the Human Resources Mgr of Trelleborg Sealing Solutions on April</p> | <p>25 students will achieve learning gains on TABE— not observable.</p> <p>1 D214 CE student got a job in manufacturing.</p> <p>6 D214 CE students enrolled in Summer credit bearing courses at William Rainey Harper College which did not require COMPASS testing</p> <p>4 D214 CE students have had a job interview.</p> <p>1 D214 CE student completed a job application and was interviewed by telephone by the manufacturer.</p> <p>5 D214 CE students registered at Illinois workNet.</p> | <p>Higher student retention due to more purposeful learning and motivation— Touring &amp; researching career areas specific to manufacturing was especially motivating for students.</p> <p>Students will get jobs and others will see such employment is achievable-difficult economy made this unlikely.</p> <p>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</p> |

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|-----------|--|-------------------|---|--|---|
|           | Counselors assisted students remove barriers to participation. |                   | <p>8, 2010.</p> <p>William Rainey Harper College general campus tour and visits to Maintenance &amp; Welding Technology, Graphics Arts, RAC (air conditioning) and Electronics classes on May 6, 2010</p> | <p>7 D214 CE students attended a Job Fair at IDES.</p> <p>3 William Rainey Harper College students will continue preparing for the GED.</p> <p>2 William Rainey Harper College students will take the GED test in May, 2010.</p> | <p>Harper College.</p> <p>D214 CE will get more opportunities to pioneer innovative programs-not yet.</p> <p>D214 will recognize CE's value in this arena-not yet observable.</p> <p>Local manufacturing community will find its needs being better met—not yet observable.</p> <p>Instructor(s) have recognized the value and benefits of contextualized instruction - Students were definitely more engaged with the material and demonstrated better vocabulary comprehension.</p> |

**Triton College Pre-Health Careers Academy (updated)**

| <b>Resources</b>  | <b>Goals</b>  | <b>Target Population</b>   | <b>Core Components</b>   | <b>Outcomes</b>   | <b>Impact</b>  |
|---|---|--|--|---|--|
| Classrooms<br>Faculty<br>Students<br>Funding<br>Date/research staff<br>Curriculum<br>Textbooks<br>Supportive materials (videos, games, flashcards, etc.)<br>Transportation<br>Childcare<br>Case manager (project coordinator) | Recruit students (ESL & GED)<br>Recruit mentors from health career field<br>Create learning communities<br>Conduct consistent & regular meetings between case manager & student to ID barriers to participating & academic challenges<br>Graduate at least 25 students from the Pre-Health Careers Academy<br>Students take pre & post Academy college placement test<br>Students pass college placement tests at level 4 or 5<br>Students complete College 101<br>Students enroll in health career courses | Upper level GED students including those who are recent graduates<br>Level 4 & 5 ESL students<br>All students have expressed an interest in Health Careers and have signed a commitment contract | Contextualized curriculum<br>Career development inst.<br>Transition services<br>Partnerships<br>Case management<br>Core courses: <ul style="list-style-type: none"> <li>• Communication Foundations (reading, writing, vocabulary)</li> <li>• Anatomy &amp; Physiology (through CE)</li> <li>• Medical Math (through CE)</li> <li>• College 101</li> </ul> Recognition of Academy graduates at ESL & GED graduation ceremonies | Program completion<br>Academy retention<br>Students pass college entrance test (Compass) with level 4 or 5<br>College enrollment<br>Completion of CE courses<br>Completion of GED & ESL program<br>Students are career ready<br>Data available will provide resource for future academies | Students enroll in credit/certification programs<br>Recognition of Academy graduates will serve as recruitment tool for future semesters |