

Components of a Bridge Program



TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy



Cecilia A. Elhaddad, Associate Director
for Adult Education —Data System
Support, ICCB

Sarah Goldammer, Educational Training
Specialist, SIPDC

Bridge Programs

What do you know?

What do you have in place?

What do you want to learn?



Data needed: Job and education requirements

1. What industries are economically important in the region?
2. What are the characteristics of the targeted jobs?
3. How do employers hire their workforce?
4. What are the requirements of the targeted jobs?
5. What ICAPS/IET programs are in place?
6. What are the requirements for entry into each of these programs?

One source of information:
Illinois workNet

www.illinoisworknet.com



- Information for individuals and businesses, including disabled individuals
- Regional employment trends and predictions

Obtain internal buy-in first

- Your department
- Your larger institution
- Teachers & staff
- Administrators
- Support service providers



Bridge Partners

- Education providers
- Employers and employment-related entities
- Support service providers
- Community agencies



Common Barriers to Successful Partnerships...

- Tradition
- Turf
- Time
- Trouble/Disagreements



Planning for Building Bridges

Bridge Planning Notes

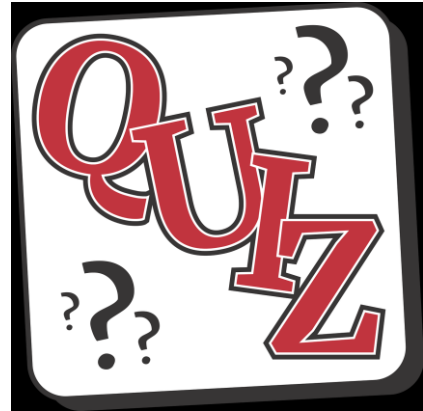


Bridge Program Core Elements

- **Contextualized Instruction**
- Career Development
- Transition Services

Are you teaching contextually in your program?

- Let's take a test...



Are you teaching contextually in your program?

1. Are new concepts presented in real-life (outside the classroom) situations and experiences that are familiar to the student?
2. Are concepts in examples and student exercises presented in the context of their use?
3. Are new concepts presented in the context of what the student already knows?
4. Do examples and student exercises include many real, believable problem-solving situations that students can recognize as being important to their current or possible future lives?

Are you teaching contextually in your program?

5. Do examples and student exercises cultivate an attitude that says, "I need to learn this"?
6. Do students gather and analyze their own data as they are guided in discovery of the important concepts?
7. Are opportunities presented for students to gather and analyze their own data for enrichment and extension?

Are you teaching contextually in your program?

8. Do lessons and activities encourage the student to apply concepts and information in useful contexts, projecting the student into imagined futures (e.g., possible careers) and unfamiliar locations (e.g., workplaces)?

9. Are students expected to participate regularly in interactive groups where sharing, communicating, and responding to the important concepts and decision-making occur?

10. Do lessons, exercises, and labs improve students' written and oral communication skills in addition to mathematical reasoning and achievement?

Contextualized Curriculum

- Integrates
 - basic academic skills
 - industry/occupation knowledge
 - relevant attitudes and behaviors
- Connects to relevant contexts
- Uses real-life materials and situations

Applying Contextualized Learning to Adult Education

- Adult Education may teach decimals
- A healthcare Bridge program may teach decimals by teaching how to read a digital thermometer, i.e., 101.2 degrees
- Actually taking temperature readings and understanding the meaning of the decimals provide active application for students



Example: Getting a driver's license

- Rules of the road
- Behind the wheel



Elements of Contextualized Instruction: REACT

- **R**elating
- **E**xperiencing
- **A**pplying
- **C**ooperating
- **T**ransferring

Source: CORD – Center for
Occupational Research and
Development

Benefits of Contextualized Instruction

Increases transfer of knowledge and skills

Focus is on building critical thinking skills

Students learn individual concepts AND how they fit into the “big picture”



Collaborative activities



Students are engaged in group tasks that mirror work, home, and community situations

Experiential Learning Opportunities

Utilize partners for

- Field trips
- Guest speakers
- Job shadowing
- Job internships

ICCB Approved Bridge Curricula

[Healthcare](#)

[Manufacturing](#)

[Transportation, Distribution & Logistics](#)

[Career Pathways](#)

Coming soon: Information Technology

Bridge Program Core Elements

- Contextualized Instruction
- **Career Development**
- Transition Services

As they provide career *preparation*, Bridge programs integrate deeper career *awareness* and career *exploration* into the curriculum.



How and when can career development be addressed?

- Career awareness
- Career exploration
- Career preparation



Experiential Learning Activities for Career Awareness

- **Everyone** needs career awareness
 - Begin integrating discussion of careers, expectations at ALL levels of instruction
- **Incorporate** job information at all levels
- Use career awareness surveys even at literacy levels to show “**what could be**” and increase motivation

Helping Students Understand Critical Link

- Goal Setting
- Career Exploration
- Career Planning



Experiential Learning Activities for Career Development

- Field trips
 - Tours of college sites
 - Tours of partner facilities
- Guest speakers
- Job shadowing



Integrating Career Development into Bridge Programs

- Expectations of the work world
 - Attendance
 - Work ethic
 - Attitudes and behaviors



Career development includes the essential skills for work (and life)

- Dependability
- Ethical Behavior
- Work Ethic
- Punctuality
- Interpersonal Skills
- Job Commitment
- Customer Service
- Teamwork
- Accountability
- Understand Expectations

- Confidentiality
- Positive Attitude
- Works Independently
- Initiative
- Appropriate Appearance
- Communication Skills
- Flexibility
- Managing Personal Issues
- Problem Solving
- Workplace Etiquette

Bridge Program Core Elements

- Contextualized Instruction
- Career Development
- **Transition Services**

Barriers to Bridge success

- Money
- Technology
- Personal
- Career



Transition services support instruction and retention

Transition services provide students with the information and assistance they need to successfully move from adult education to postsecondary or occupational programs and/or the workforce



Transition services include...

- Guidance and counseling
 - Career
 - Personal
 - Academic
- Resources and referrals to reduce barriers

Resources

Bridge Planning Notes

ICCB Contextualized Curricula

Employability Skills Toolkit

Illinois workNet

Mentors

What's my next step?

“It's better to do something rather than nothing while waiting to do everything.”

Winston Churchill



Components of a Bridge Program



TRANSITIONS ACADEMY
Illinois Community College Board
Career and Technical Education and Adult Education and Literacy



Cecilia A. Elhaddad, Associate Director
for Adult Education —Data System
Support, ICCB
cecilia.elhaddad@illinois.gov

Sarah Goldammer, Educational Training
Specialist, SIPDC
sgoldam@siue.edu