Bridge Programming
for
Adult Basic Education (ABE)
Adult Secondary Education (ASE)

James Darden – Shawnee Community College

Statewide Bridge Definition and Core Elements

❑ Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

❑ Core Elements – Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components – contextualized instruction, career development, and support services. Required elements include:

   ➢ Contextualized instruction

   ➢ Career development

   ➢ Transition services

Program Design

☐ What are the 3 most essential things a program should know or consider when determining whether to start a Bridge program?

➢ Who are your biggest potential employers? Where are the jobs?

➢ Who are going to be your partners? Stakeholders (Advisory committee)?

➢ The local community partnership is a must.

➢ Visit an existing Bridge program if possible.

☐ What are the 3 most essential things a program should know or consider when designing the program?

➢ What kind of jobs/careers are available in your area?

➢ Reading/math levels of who you will serve. (6.0-8.0)

➢ Class site – best location to serve the most students.

Program Design (continued)

❑ What are the 3 most essential things a program should know or consider in implementing a Bridge program?

➤ Recruitment – you will not get everyone.

➤ Highly qualified instructor.

➤ Supportive services sometimes are personalized.

➤ Know the knowledge and skills of the Career Clusters.

❑ What professional development or support would have helped you better plan and design a Bridge program?

➤ More Career Cluster knowledge and skills.

➤ More direction on not only the Bridge, but also the transition of the student either into employment or post-secondary.

➤ How to get your local DHS office engaged.

➤ Course approval process with ICCB/Adult Ed including form completion.

Contextualized Instruction

❑ What are the 3 most essential things a program needs to know or consider when developing and delivering contextualized instruction for integrated basic reading, math, language skills, or career pathway knowledge to students?

  ➤ Instructor that has a good background and can engage students.

  ➤ It is basic skills instruction – not a GED class.

  ➤ Possible competency for contextualized areas.

Module 1 – Orientation
Module 2 – Basic Contextual Academic Skills (Basic Skills)
Module 3 – College Exploration and Survival Skills
Module 4 – Basic Employability Skills
Module 5 – Healthcare Technical Skills
Module 6 - Career Experience

❑ What professional development or support would have helped you better plan, assess, and deliver contextualized instruction?

  ➤ How to actually teach contextualized lessons.

❑ What ongoing professional development is most needed by Bridge programs in delivering contextualized instruction?

  ➤ How to develop contextualized lesson plans.

  ➤ Where to find contextualized resources.

Career Development

❑ What are the 3 most essential things that a program must know or consider when developing and instituting career development programming, *defined as career exploration, career planning within a career area and understanding the world of work?*

   ➢ www.careerclusters.org – Great resource!

   ➢ Instructor research into what is needed in the career.

❑ What professional development or support would have helped you better develop and institute career development?

   ➢ Who and what is in place to help you locally.

   ➢ What does your portable certificate need to say and include on it. Title? Career Readiness Certificate

❑ What ongoing professional development is most needed by Bridge programs in instituting career development?

   ➢ Finding and using existing services in your community that will support your efforts.

   ➢ How to do needs assessment in your area.

Transition Services

❑ What are the 3 most essential things that a program must know or consider when developing a system to deliver transition services, *defined as information and assistance students need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs?*

➢ Personalized needs and support to overcome barriers. (May not be transportation or childcare)

➢ Know what cut scores are for your local community college.

❑ What professional development or support would have helped you in establishing transition services for students?

➢ How to engage the college, faculty and staff.

➢ How to find the value in recruiting adult education students into their programs.

Marketing/Recruitment

❑How did you market your program to the adult education population in your area?

➢ Radio, newspaper ads, door to door fliers.

➢ Development of an advisory committee is a must.

➢ Local civic groups (Rotary, Lions Club)

➢ College Departments (Nursing, Allied Health, etc…)

❑What marketing strategies were most effective?

➢ Development of an advisory committee.

➢ Working with other local agencies.

Lessons Learned

❑ What is the single most important lesson you learned that you would like to pass on to other programs to offer a Bridge program?

  ➢ Without partnerships, the Bridge Program will not work. You need all the players - students, business and industry and the community college.

  ➢ How and what are the needed support services. Individualized

  ➢ Flexibility – Intensity and duration of program.

ADULT EDUCATION
CAREER READINESS CERTIFICATE

Awarded to

_____

May 13, 2010

For successfully completing 172 hours of

Bridge to Health Care Training

_____

James Darden
Dean of Adult Education/Alternative Instruction

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Tim Bellamey
Vice President of Instructional Services

Shawnee
Community College

The Shawnee Community College Adult Education student identified on this certificate completed one hundred seventy-two (172) hours of Bridge to Health Care Training and successfully completed the following modules:

❑   Module 1: Orientation (10 Hours)

❑   Module 2: Basic Contextual Academic Skills (80 Hours)
- * Reading   * Science
- * Writing/Spelling/Grammar
- * Math   * Technology

❑   Module 3: College Exploration and Survival Skills (10 Hours)
❑   Module 4: Basic Employability Skills (20 Hours)
❑   Module 5: Healthcare Technical Skills (40 Hours)
- * CPR/First Aid Certification
❑   Module 6: Career Experience (12 Hours)
- * Job Shadowing

Adult Education Bridge Implementation Logic Model

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 health care training programs/ post-secondary Health care employment	ASE students that read at 6.0+ Individuals with or without a high school diploma Level 4 & 5 ESL students Students interested in health care 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 health care 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 health care training Coordination with local health care services Work ready Bridge/Transition services offered