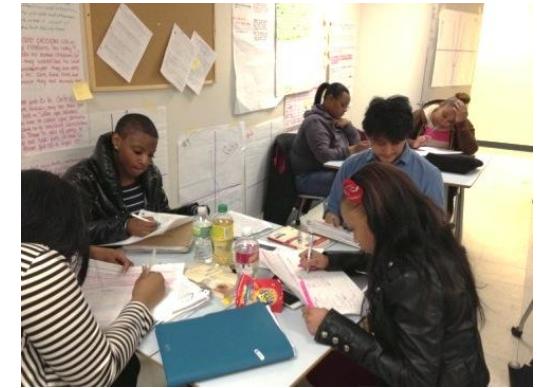


# Bridge to College and Careers Program: Creating Career Pathways for Adult Learners

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April 24, 2014



**CONTINUING  
EDUCATION**  
*People, Changing*

Wynne Ferdinand  
College and Career Pathways Institute  
LaGuardia Community College/CUNY



# NEW-YORK



- Large, urban campus in the most diverse US county
- Students from 160 countries and speak 125 languages
- 80% of students report annual incomes of \$25,000 or less
- 20% of nearby residents lack a high school diploma

# Today's Agenda

- ✓ Shifting High School Equivalency (HSE) Landscape
- ✓ Explore LaGuardia's Bridge model, design and outcomes
- ✓ Discuss key elements in HSE program redesign



Geraldine



Kabhir



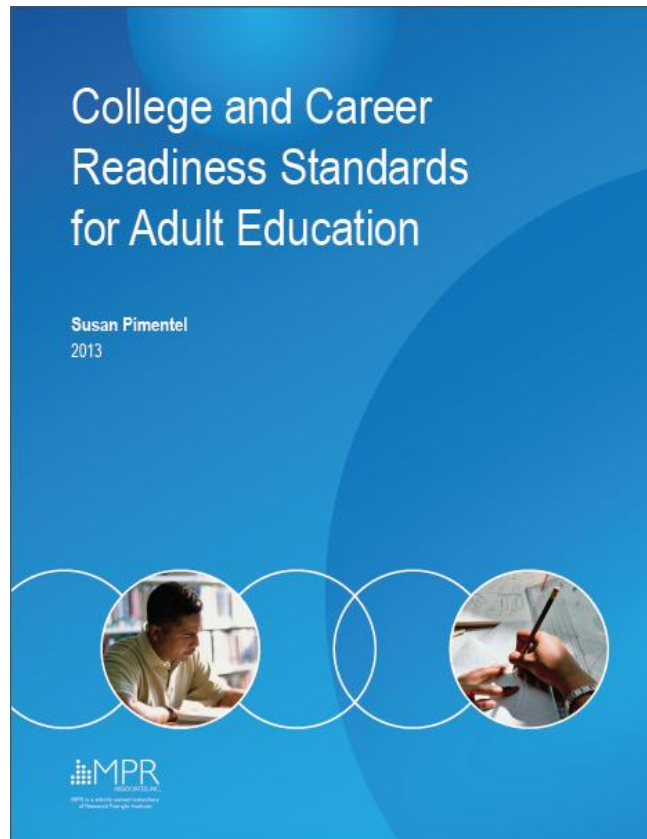
Juan



# The U.S. Workforce and Postsecondary Education crisis

- Significant population with basic skills and English language literacy needs
- Barriers to Postsecondary Training & College
- Underemployment of Skilled Immigrants
- Increasing workforce demand for postsecondary credentials

# Shifting Landscape of High School Equivalency (HSE) Preparation



**HiSET**



TEST ASSESSING  
SECONDARY COMPLETION™



<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

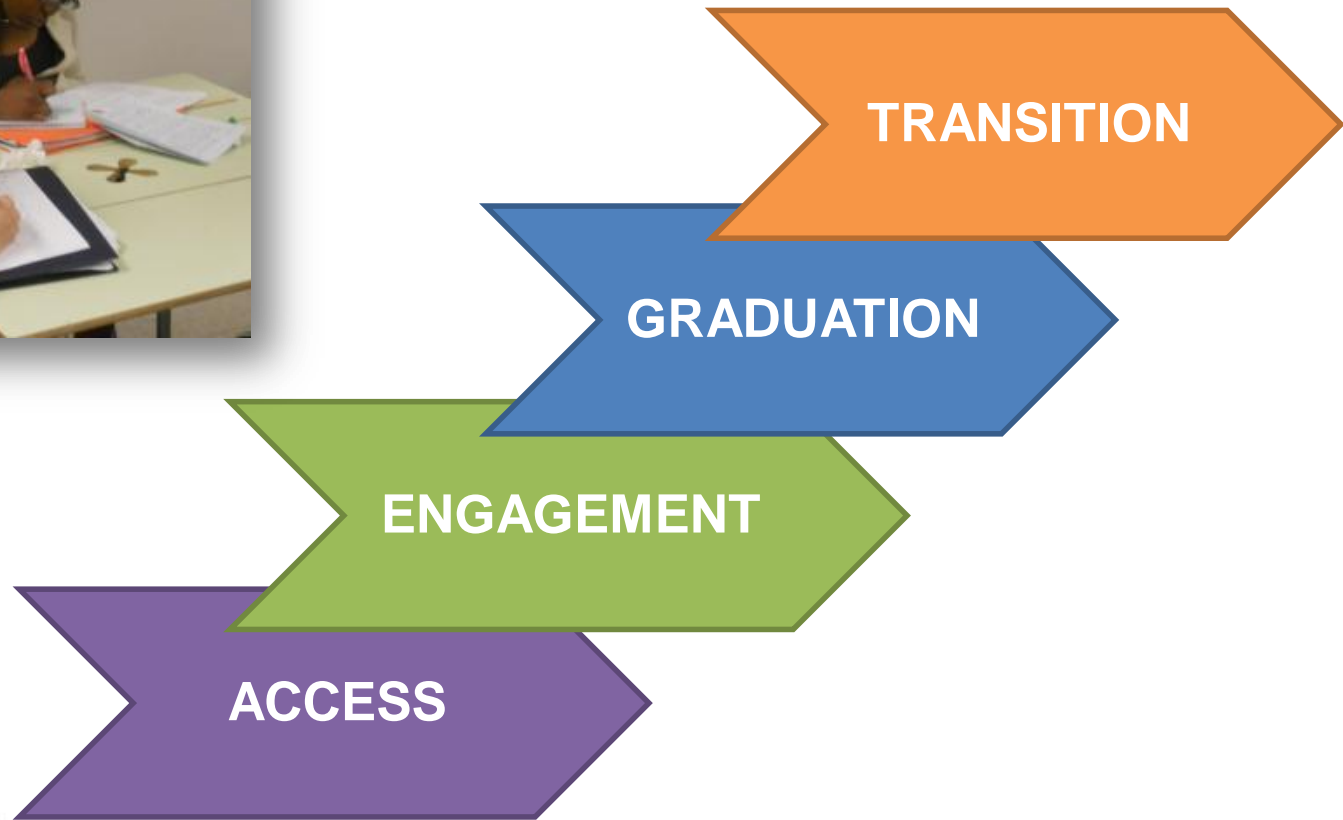
How are your  
programs addressing  
these shifts?

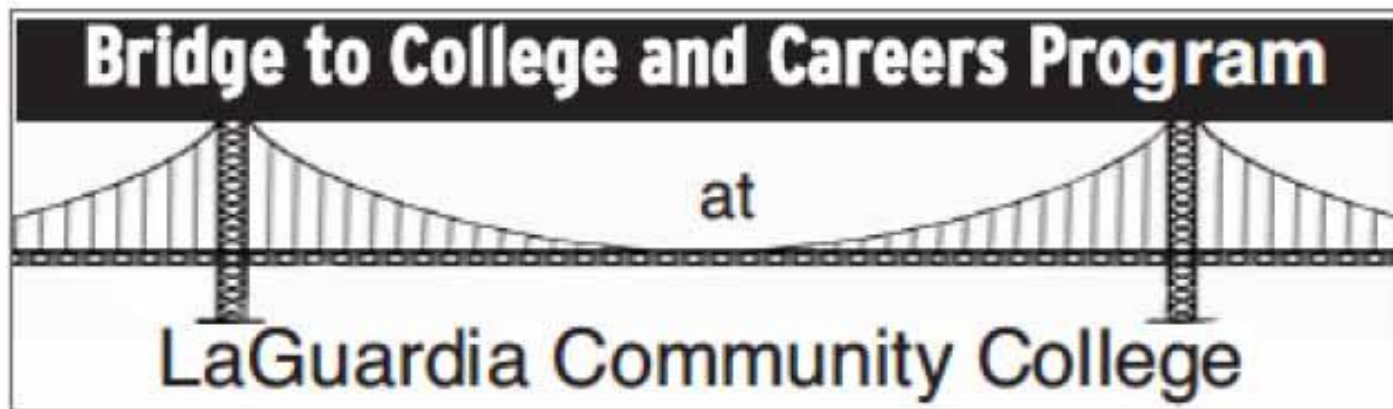
**Bridge to College and Careers Program**  
at  
**LaGuardia Community College**





# LaGuardia's Bridge Program Goals



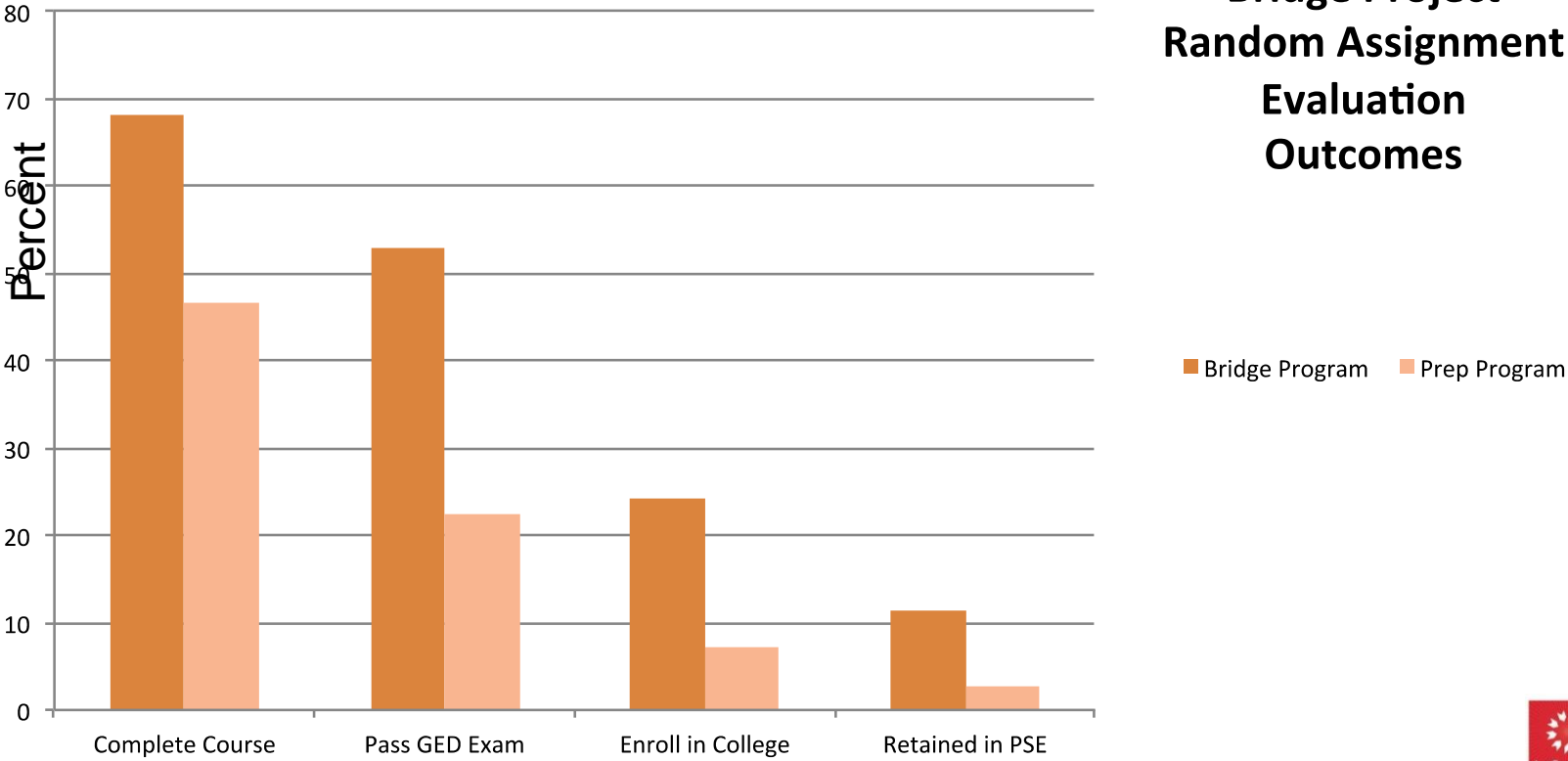


Bridge to  
Healthcare  
Careers

Bridge to  
Business  
Careers

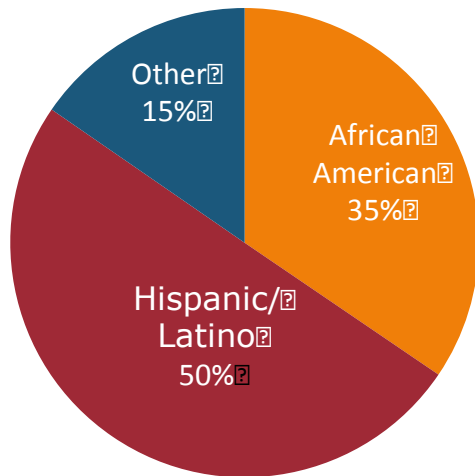
Bridge to  
Science  
Careers

# Higher G.E.D pass rates and enrollment in postsecondary education

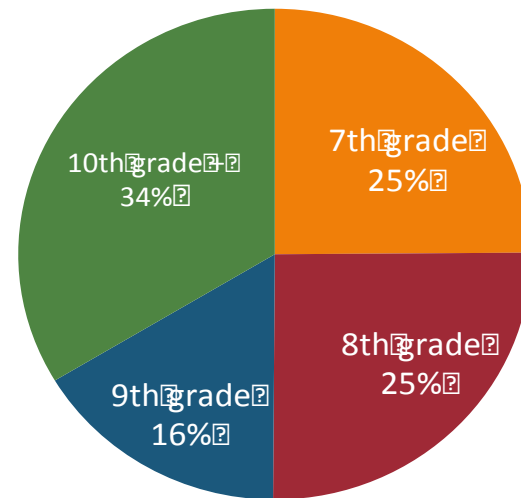


# Who is a Bridge Student?

Race/Ethnicity



Reading Grade Level Equivalent T.A.B.E.



38% employed  
53% receive public assistance  
67% female  
Average age: 26

# What is the Bridge Program Model?

- Managed enrollment vs. open enrollment
- Comprehensive admissions process
- 7<sup>th</sup> grade reading level and above (TABE)
- 12 week/ 6 week cycle with a year-long model
- 108 hours of in-class instruction over 12 weeks; 9 class hours per week
- Part time program for students 19 and over
- Career focused contextualized curriculum



# How does the Bridge program support PSE Transitions?

- Integrated College and career exploration curriculum
- Group and individualized advisement
- Financial aid and application support
- Alumni speakers & mentors



What are some questions you have about the Bridge program model and goals?

**Contextualized instruction** is a sector-focused approach to HSE and PSE preparation that uses authentic materials from a career area to build basic skills.





# Contextualized Curriculum: Moving Beyond Test Prep

- Build college & career readiness skills that support effective transitions
- Explore key concepts in a career sector
- Support academic persistence
- Develop aspirational culture



# What does contextualized instruction look like in the Bridge classroom?

Teachers are...	Students are...
<ul style="list-style-type: none"><li>• Linking instruction across disciplines</li><li>• Choosing authentic materials to explore the sector focus</li><li>• Facilitating, not lecturing</li><li>• Aligning instruction to college and career readiness standards and HSE exams</li><li>• Designing scaffolded activities to develop students' skills</li></ul>	<ul style="list-style-type: none"><li>• Learning collaboratively</li><li>• Practicing academic persistence</li><li>• Documenting progress &amp; skill development</li><li>• Exploring college and career options</li><li>• Building deep conceptual knowledge and analytical skills across the curriculum</li></ul>

# What does the Bridge curriculum look like?

## College and Career Exploration

- Career Narratives
- Goal Setting
- PSE planning & research

## Healthcare

- Nutrition
- Patient Care
- Epidemics and Infection Control

## Business

- Entrepreneurship
- Professional Ethics
- Basic Economic Principles

## Science

- Cells and Genetics
- The Scientific Method
- Evolution



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# Bridge to Health

## Blood Composition Part I

Students complete reading and writing activities designed to develop an understanding of blood composition in the human body. This foundational knowledge is applied to an investigation of leukemia.

**Blood Plasma**

Read pages 20 and 21 of the book, or look at the diagram below. The liquid part of blood is called plasma. It is made up of water, salts, and proteins. Plasma carries the red blood cells, white blood cells, and platelets to where they are needed in the body.

**White Blood Cells**

Part 1: Small Group Work

Please read the paragraph below carefully: 1) underline all words (action words); 2) use a ruler or another sheet of paper to read only one or two lines at a time; 3) identify unfamiliar words and use context clues to find their meaning.

**White Blood Cells**

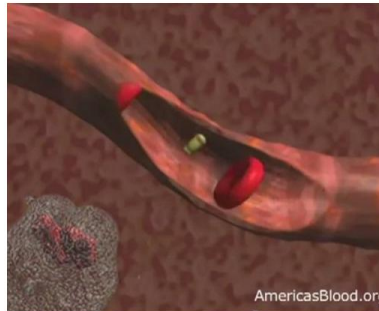
WBCs have a function that is just as vital as that of RBCs. They defend the body from microorganisms that have succeeded in invading our body. WBCs also attack cancer cells that form inside our tissue. For example, neutrophils (NOD) and monocytes (MON) take them into their own cell bodies and digest them in the process of phagocytosis (see p. 21), and the cells that carry on this process are called phagocytes (FAG-oh-sites) (Figure 11-9). The most important of the phagocytes are the white blood cells.

**White Blood Cells**

WHITE BLOOD CELLS DEFEND OUR BODY FROM MICROORGANISMS WHICH HAVE SUCCEEDED IN INVADING OUR BODIES. WHITE BLOOD CELLS ALSO ATTACK CANCER CELLS THAT FORM INSIDE OUR TISSUES. NEUTROPHILS AND MONOCYTES TAKE THEM INTO THEIR OWN CELL BODIES AND DIGEST THEM IN THE PROCESS OF PHAGOCYTOSIS. THE CELLS THAT CARRY ON THIS PROCESS ARE CALLED PHAGOCYTES. THE MOST IMPORTANT OF THE PHAGOCYTES ARE THE WHITE BLOOD CELLS.

Please watch the video attentively and take notes on the functions of white blood cells.

Watch the video attentively and take notes on the functions of white blood cells.



ATA RUSH HOUR Blood Vessels

This is the subway system (blood vessels) and the train (RBCs) transports the passengers and drops off in exchange for more passengers (O<sub>2</sub>).

Read the textbook chapter on blood and complete the blood composition chart for homework.

Re-read the text to focus on one of the cell types that comprise blood. Work in small groups to write a paraphrase of the cell's function.

Watch a video about blood and take notes.

Work in small groups to create metaphors that show the functions of blood cells.

Present small group work to the whole class.

# What are the key Bridge Program design elements?

- Full time instructor and advisement support model
- Intensive teacher training & ongoing professional development
- Subject matter expert input for curriculum design
- Build strong partnerships to promote successful transitions



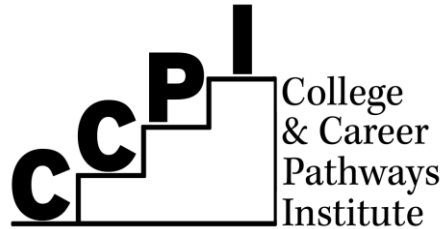
What design elements  
might work for your  
program?

# Bringing it to Scale

- Focus on standards based instruction vs. test preparation
- Implementation of common high impact learning strategies
- Ongoing professionalization of the field
- Braided funding models



# Professional Development Led By Practitioners



Teacher Preparation & Curriculum Development	Program Redesign
<ul style="list-style-type: none"><li>• Interactive Workshops</li><li>• Curriculum Coaching</li><li>• Webinars</li><li>• Instructional Resources</li></ul>	<ul style="list-style-type: none"><li>• Team Building</li><li>• Mission Development</li><li>• Goal Setting</li><li>• Leadership Training</li></ul>

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# LaGuardia Community College, CUNY

[www.laguardia.edu/pcap](http://www.laguardia.edu/pcap)

