

Bridge Overview: Process and Policy

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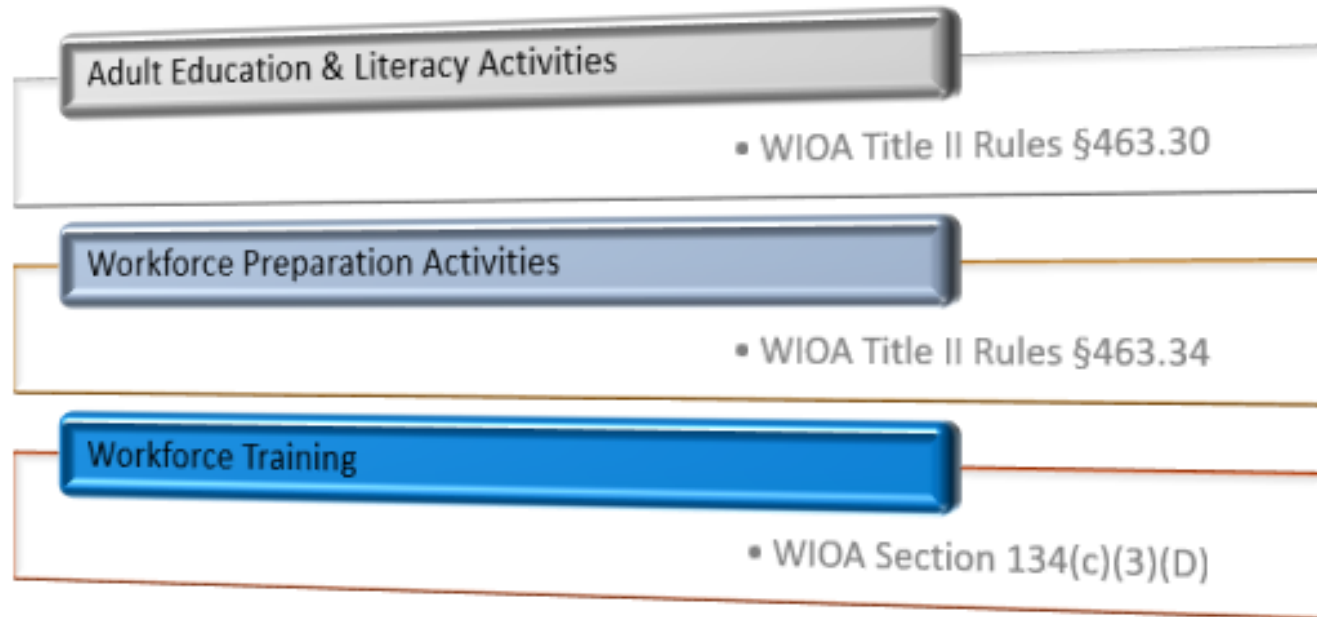
Bridge Program Definition:

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.

**These programs must include three core elements:
*Contextualized Instruction, Career Development, and
Transition Services.***

- **Contextualized instruction** integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- **Transition services** 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. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services; e.g., transportation and child care.

Bridge is NOT ICAPS – but they are related – and Bridge should lead to ICAPS



Pre-IET

Model A - Pre-Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- Levels 4.0-5.9

Model B - Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- Levels 6.0-8.9

IET

ICAPS Model One

- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- College Credit-bearing Career and Technical Education (Workforce Training)
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class

•Results in:

- High School Equivalency
- Industry Recognized Credentials
- Employment Opportunities
- Transferrable College Credit
- Stackable College Credentials

ICAPS Model Two

- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- Non-Credit (Articulation Agreement with Community College for possible Credit)
- Technical /Workforce Training
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class

•Results in:

- High School Equivalency
- Industry-Recognized Credentials
- Employment Opportunities

Contextualized Curriculum

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



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”



Bridge curricula should include

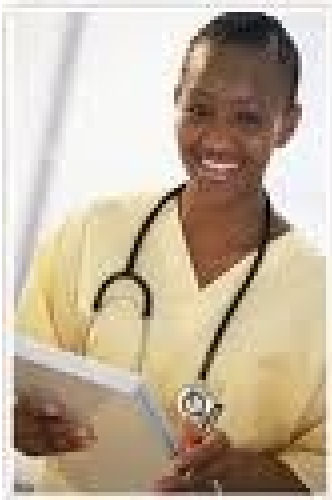
- Technology
- Industry vocabulary
- Authentic materials
- Relevant work situations



How and when can career development be addressed?

- Career awareness
- Career exploration
- Career preparation

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



Integrating Career Development into Bridge Curricula

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



Workplace Skills Needed:

- Learning and training/work styles
- Work skills – academic skill needs at work
- Basic life skills
- Higher-order thinking skills – metacognitive skills
- Planning skills – anticipation of needs
- Soft skills
- Access to resources/services – work-related information

Career development includes essential employability 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/Hygiene
- Communication Skills
- Flexibility
- Managing Personal Issues
- Problem Solving
- Workplace Etiquette

Addressing Students Needs:

- Assessment that identifies strengths, needs, interests, and preferences
 - Development of options and skills
 - Matching student with appropriate setting
 - Training and/or Preparation
 - Placement and Follow-up

Assess Bridge students to determine their...

- Employability and academic skills prior to and after instruction
- Progress in class
- Readiness for employment or academic entrance tests
- Ability to meet licensing or certification process



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



Bridge Curricula available from ICCB

- [Healthcare](#)
- [Manufacturing](#)
- [Transportation, Distribution and Logistics](#)
- [Career Pathways](#)
- Information Technology – coming this fall

Is what you have a Bridge program?

- Serve students 6.0-8.9 or ESL Levels 3-4/5-6?
- Use contextualized curriculum?
- Provide career development integrated into curriculum?
- Provide transition services for students?
- Taught by adult education instructors and serving adult education students?
- Provide for students to bridge to post-secondary, ICAPS, or employment?
- **Approved as a Bridge course by the ICCB?**

Bridge Policy

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