GED® or ESL Is Not Enough: CCC’s Pathways from Adult Education to College and Career Programs
CCC has made a strong commitment to transitioning Adult Education students to college through two transition programs, **Bridges** and **Gateway**

**Bridges:**
- Prepare for occupational pathways
- Target Low Intermediate ABE and High Intermediate ESL students
- Help students reach GED test readiness while in program (if ESL student with foreign HS diploma, reading/writing skills are developed but GED test is N/A)
- Include COMPASS readiness
- Help students financially through credit for prior learning

**Gateway**
- Prepares for transfer or occupational pathways as long as in college credit
- Serves Advanced ESL and GED students
- Requires participants to be in an ASE-level class, actively preparing for the GED test, or to have a high school diploma from their country
- Must take COMPASS to enter program
- Help students financially through tuition waivers

**Both programs:**
- Teach students about the value of postsecondary education and establish the expectation of going to college
- Rely on transition specialists to recruit, orient, and help navigate the transition
- Involve career exploration
Today’s agenda

1. Bridge programs
2. The role of the Transition Specialist across programs
3. Gateway to the City Colleges of Chicago Program
Bridge goals and core elements inform program design

**Bridges prepare students to achieve three broad goals:**

- Pass the 2014 GED® test
- Enter and succeed in CCC College to Careers programs that provide stackable credentials: certificate programs linked to Associate degrees and beyond
- Obtain entry-level jobs in the target industry

**Bridges must incorporate the following three core elements (per ICCB):**

- Contextualized Instruction
- Career Development
- Transition Services
The bridge student profile informs how students are recruited and oriented to the program

**Personal characteristics:**

- Have confirmed interest in the target industry through career exploration and advisement
- Able to arrange personal life to devote time to an intensive program
- Have the will and ability to persist and to put forth effort

**Academic level:**

- 6.0-8.9 at entry
- COMPASS 65+ at midpoint if applicable
- ESL or ABE students
- Developmental Ed students in some cases
As a result of recent efforts, CCC bridge enrollment reached 263 students across the District in spring 2013.

Source: preliminary data from PeopleSoft, CCC student data system
Several key attributes of City Colleges of Chicago bridges contribute to viability

• Strong institutional support
  – CCC Reinvention initiative as a foundation and ongoing support
  – College to Careers connection (data and linkup to opportunities)

• Program structure
  – Modularity
  – Leveling
  – Intensity
  – Embedded vocational component under Adult Education

• Instructor support
  – Daily lesson plans
  – Professional development

• Potential for collaboration with community organizations

• Student support – transition specialists
Bridges are guided by CCC’s Reinvention initiative, which focuses on 4 critical goals to help students meet the demands of a changing world:

- Increase number of students earning college credentials of economic value
- Increase rate of transfer to bachelor’s degree programs following CCC graduation
- Drastically improve outcomes for students requiring remediation
- Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Drive greater job placement and degree attainment

Ensure student success

Become an economic engine for the City of Chicago
Bridges are considered an integral part of CCC’s College to Careers initiative, which focuses on 6 industries where City Colleges can make a real impact.

~80% of all job openings in Illinois in 2018 will be in Business, Health Science, TDL, Hospitality & Tourism, Manufacturing, and IT.

Remaining ~20% of all job openings are fragmented across 8 separate career clusters.

CCC’s pathways strategy is driven by a vision of stackable credentials

Stackable credentials available at bridge, BC, AC, and Associate’s

Ideally one semester of common core courses to determine specialization within pathway

Students pursue ABE/GED/ESL concurrent with occupational training

Prior level credential counts 100% towards the next credential

Articulation to bachelor’s degree with no credit loss

Source: COE Analysis
City Colleges of Chicago bridges have been designed to maximize student progress and ability to transition

- Intensive, with students attending 20 or more hours per week
- Include several linked courses taken as a cohort, including Contextualized Language Arts, Contextualized Math, and Sector Knowledge and Skills
- At minimum a 16-week program (once 2014 GED® test is launched, likely to be extended)
- Often incorporate a vocational component in order to prepare students for entry level employment while preparing them for GED and transition
- Leveled classes to allow for student progress within the program: High Intermediate, Low ASE, and High ASE
CCC healthcare bridge courses are available at three levels (from High Intermediate up); all levels incorporate contextualized instruction.

Sample schedules – 20 hours per week:

<table>
<thead>
<tr>
<th>Bridge I - 8 wks</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
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</thead>
<tbody>
<tr>
<td>9:00-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Healthcare Bridge High Intermediate Language Arts (4 units)</td>
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<tr>
<td>11:00-1:00</td>
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<td>Computers for Healthcare Knowledge/Skills (2 units)</td>
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<th>Bridge II – 8 wks</th>
<th>Mon</th>
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<th>Fri</th>
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<tbody>
<tr>
<td>9:00-11:00</td>
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<td>Healthcare Bridge Low ASE Language Arts (4 units)</td>
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<td>11:00-1:00</td>
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<td></td>
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<td>GED General Skills (1 unit)</td>
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<th>Bridge III – 8 wks</th>
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<tr>
<td>11:00-1:00</td>
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<td></td>
<td></td>
<td>Additional coursework as appropriate</td>
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Currently, Bridge I and II are being offered together as a 16-week “general” healthcare bridge program.
Some CCC healthcare bridges embed BNA or Medical Office training as vocational Adult Education courses in the second 8 weeks.

### First 8 weeks – Bridge I (High Intermediate)
- **20 hours/week**

<table>
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<tbody>
<tr>
<td>9:00-11:00</td>
<td>Healthcare Bridge High Intermediate Language Arts (4 units)</td>
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<td>Health Related Knowledge/ Skills (2 units)</td>
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<tr>
<td>11:00-1:00</td>
<td>Healthcare Bridge High Intermediate Math (3 units)</td>
<td>Computers for Healthcare (1 unit)</td>
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### Second 8 weeks—Bridge II (Vocational)
- **20 hours/week**

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<tr>
<td>9:00-1:00</td>
<td>Vocational BNA Training (10 units) OR Vocational Medical Office (10 units)</td>
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Entry Level Employment

Further study at the ASE level
- GED® test
- CCC Health Science programs
The Transportation, Distribution, & Logistics bridge prepares students for the GED test and studies in Logistics while preparing them for entry level warehousing jobs.

First 8 weeks – Bridge I (High Intermediate) 22 hrs/wk:

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<th>M</th>
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<tr>
<td>1-3:40pm TDL Bridge High</td>
<td>1-4pm Warehousing Employment Skills*</td>
<td>1-3:40pm TDL Bridge High</td>
<td>1-4pm Warehousing Employment Skills*</td>
<td>1-3:40pm TDL Bridge High</td>
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<td>Intermediate Math (4 units)</td>
<td>VC175-128 (3 units) [JKD workplace</td>
<td>Intermediate Math (4 units)</td>
<td>VC175-128 (3 units) [JKD workplace</td>
<td>Intermediate Math (4 units)</td>
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<td>simulation software]</td>
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<td>software]</td>
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<tr>
<td>Lang Arts (3 units)</td>
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Second 8 weeks—Bridge II (Low ASE) 22 hrs/wk:

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<tbody>
<tr>
<td>1-4pm TDL Bridge Low ASE</td>
<td>1-4pm Fundamentals of Supply Chain</td>
<td>1-4pm TDL Bridge Low ASE</td>
<td>1-4pm Fundamentals of Supply Chain</td>
<td>1-5pm Forklift Operation*</td>
</tr>
<tr>
<td>Math (3 units)</td>
<td>Mtg.* (3 units)</td>
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<td>Mtg.* (3 units)</td>
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<td>4-6pm (M-T-W)</td>
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</tr>
<tr>
<td>TDL Bridge Low ASE Lang Arts</td>
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<tr>
<td>(3 units)</td>
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Courses marked with * may carry credit for prior learning.
CCC’s Daily Language Arts Lesson Plans for healthcare were based on the ICCB curriculum and other sources.

Reading/writing lesson plans for Transportation, Distribution, & Logistics have been completed under a partnership with Women Employed. Lesson plans for other sectors and for math will be developed.
Daily Lesson Plans provide a detailed roadmap for the instructor and help give focus to professional development activities

Lesson Plans include:

- Objectives correlated to the day’s activities
- Standards that are being addressed
- Materials—all included as attachments or website links
- Activities that include:
  - Step-by-step instructions an how to walk students through a specific exercise
  - Approximate minutes each exercise will take
- Homework

Additional information about Daily Lesson Plans is available on the Women Employed website, http://www.womenemployed.org/bridge-program-lesson-plans
CCC is working with CBOs to explore ways in which we can partner on bridges to build capacity and increase student access.

**Transition into CCC Bridges:**

- Basic literacy instruction offered at a CBO to get students to the High Intermediate level, followed by transition to a CCC bridge program.
- Pre-bridge (Low Intermediate level) offered at a CBO, followed by transition to a CCC bridge program.
- First part of a bridge (Bridge I, High Intermediate level) offered at a CBO, followed by Bridge II at CCC.
- Wraparound services from the CBO may continue after transition to the CCC bridge if funding permits.

**Transition into CCC occupational programs:**

- Entire Adult Education bridge is offered at a community based organization, followed by transition directly into a CCC occupational program.

**Additional activities could include:**

- Identification of additional potential partners from the business community as well as human services and workforce providers.
- Working together to identify and leverage funding opportunities for career pathway education.
Today’s agenda

1. Bridge programs

2. The role of the Transition Specialist across programs

3. Gateway to the City Colleges of Chicago Program
The transition specialist is at the heart of a student support strategy for transition for both Bridges and Gateway

Transition Specialists’ duties in both programs include:

- Recruitment
- Orientation
- Advisement
- Tracking
- Connecting to college services as needed (advising, Wellness Center, etc.)
- Guidance in navigating the transition to credit

Recruiting the right students for transition programs is one of our biggest challenges. What strategies have proven most effective?
What – When – How – Who

What: Get students thinking about what comes after GED attainment/ESL Transition Level.
    • Information
    • Questions and Answers
    • Literature
    • Off-site locations
    • Community partnerships

When: Make transition part of the conversation from the first student contact.
    • Registration
    • Advisement
    • Support service
    • Special events
    • Follow up
    • Office hours
What – When – How – Who

How: Establish relationships of trust with students to foster genuine communication and retention.

- Comprehensive orientations
- Facility and staff involvement
- Informational sessions
- Classroom visits
- Workshops
- Welcome events
- Student recognition events
- Clubs
- Completion ceremonies
- Retention incentives
- Student service projects
Who: EVERYONE
Today’s agenda

1. Bridge programs

2. The role of the Transition Specialist across programs

3. Gateway to the City Colleges of Chicago Program
To help our students meet the demands of a changing world, we must start anew, focusing on four critical goals:

- **Increase number of students earning college credentials** of economic value
- **Increase rate of transfer** to bachelor’s degree programs following CCC graduation
- **Drastically improve outcomes for students requiring remediation**
- **Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses**

**Drive greater degree attainment, job placement, and career advancement**

**Ensure student success**

Become an economic engine for the City of Chicago
The Gateway Program addresses barriers often experienced by Adult Education students and provides structure for introducing students to college.

- Lack of awareness of academic/vocational college programs or economic value of Associate Degree, lack of defined transition process from AE to credit, insufficient knowledge about the college application process and available student support services, inadequate financial support, low self-confidence

**Mandatory Gateway Information Sessions**

**Delivery and reinforcement of college and career information by classroom teachers**

**Regularly scheduled classroom visits by a Transition Specialist**

**College 101 sessions**

**Individual advisement sessions with Transition Specialist and College Advisors**
Gateway to the City Colleges of Chicago Program

Is a “dual enrollment” program that helps advanced ESL and GED students to transition to college credit programs. Students:

- Receive college transition advisement and support
- Are eligible to take credit courses tuition-free while still enrolled in Adult Education
- Make significant progress toward a certificate or degree while in the program
- Gain the knowledge, experience, and confidence they need to make a full transition into the academic program
Gateway Scholar Eligibility

- Start the Gateway Program in ESL Levels 6 through ESL College Transition Level or GED High ASE Level or GED College Prep Course
- Apply prior to completing the ESL College Transition Level
- GED students should have a minimum TABE score of 9.0 or above
- Not have taken any college courses in the United States
- Meet in-District residency requirements*
- Intend to pursue a certificate or Associate degree at the college
- Take the full COMPASS and score 50 or higher on COMPASS Reading
- Attend a scheduled Gateway Program Orientation
- Complete a Gateway Program application and obtain an Adult Educator recommendation
- Continue in their Adult Education courses through Phase I
- Have a good academic history as determined by the selection committee (problem areas include: history of NSW or ADW, course failures, slow progression in AE program including limited level gains)
- Agree to complete a minimum of one service project in Phase II of the Gateway Program

*Individuals must live in the City of Chicago. Students with an I-20 (F1, F2), H-1, J-1, J-2, or other non-immigrant visas, are not eligible for the Gateway Program.
Gateway Program phases provide student and financial support to promote full transition, and represent important milestones for students.

### Phase 1: Gradual Immersion
- **Dual enrollment in Adult Education and credit courses**

**Guidelines:**
- First course is the Gateway College Success Seminar section
- Three semester maximum
- Course eligibility determined by COMPASS; certain limitations imposed

**Financial:**
- One Gateway (tuition-waived) course per semester
- Students pay all fees and books — except for the Gateway College Success Seminar course where texts are provided free of charge

**Student Support:**
- Welcome Scholar Event
- Mandatory advising sessions with transition specialist and college advisor
- Development of the IMPACT Plan

### Phase 2: Transition with support
- **Full transition from Adult Education to college credit**

**Guidelines:**
- Students formally apply to college
- Course eligibility limited only by COMPASS and pre-requisites

**Financial:**
- Students that qualify for Financial Aid will utilize their Pell Grants to pay for courses;
  - or
- Students pay for one course for every tuition-waived course (“BOGO”)

**Student Support:**
- Mandatory advising sessions with college advisor
- Scholar Service Projects
- Gateway workshops/seminars
- Mentoring Program
- Recognition Events

### Phase 3: Credit with support
- **Continued progress toward a certificate and/or degree**

**Guidelines:**
- Students have reached max of 6 tuition-waived courses

**Financial:**
- Students responsible for tuition through Financial Aid or other means

**Student Support:**
- Gateway workshops/seminars
- Scholar Service Projects
- Mentoring Program
- Recognition Events

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Additional Gateway Scholar Financial and Student Support Services may be provided at the discretion of and under the purview of the College and/or Adult Education Department Administration on a college by college basis. These may include: textbook vouchers, assistance with college fees, CTA bus pass distribution, among others.
College Success Seminar for Gateway Scholars designed to meet specific needs of AE students in transition to credit

The College Success Seminar is a **FREE** Credit Course for Gateway Scholars. It is customized specially for THEM!
The course fosters academic skills necessary to be a successful COLLEGE Student. After completing the course, a student will be able to:

- Develop critical thinking skills necessary to succeed as a college student
- Learn note-taking methods and test-taking strategies to prepare for your college education
- Develop research skills needed for college research papers and reports
- Learn how to utilize technology and library resources to communicate and gather information
- Explore career options and how to choose a college major
- Learn about student support resources available on campus
- Manage time and stress more efficiently
Continuation in the Program

Gateway Scholars...

- Must have good attendance and participation in their Adult Education courses as well as their credit courses
- Must maintain a 2.0 GPA in the credit program
- Must receive a passing grade in their Adult Education courses
- Make progress in the Adult Education program and should not repeat ESL Level 6, ESL College Transition, or GED College Prep more than once
- Continue to register for college credit or career courses (Gateway benefits will be lost if more than two consecutive semesters lapse without credit course registration)
- Must fill out a College application to move from Phase I to Phase II
- Once in Phase II, cannot return to Phase I (the Adult Education Program)
- Complete a minimum of one service project in Phase II of the Gateway Program
Gateway enrollment has more than doubled from Fall 2011 as it expanded district-wide and is expected to grow to more than 650 students by Spring 2013.

Source: Adult Education Deans and Transition Specialist reported data

Projected enrollment

Pilots at DA and OH begin, TR program continues

Pilot at KK begins, TR 100 student cap no longer in place

Pilots at MX and WR begin, program offered district-wide, and transition specialists hired at all 6 colleges

Projected enrollment

Source: Adult Education Deans and Transition Specialist reported data

Thursday, July 11, 2013
The Gateway Program needs to be a collaborative effort to ensure success.

**College President and Vice President**
- Advocate for Gateway Program budgeting
- Communicate Gateway Program to college credit faculty and administrative offices
- Promote Gateway Program benefits and successes within the college
- Ensure Gateway Scholars are recognized at the District-wide graduation

**Business Office**
- Check eligibility of students
- Enter deferrments (tuition waivers)
- Manage and track deferment benefits
- Communicate same with the Office of Admissions and Advising

**Admissions and Advising**
- Enforce Gateway Program policies
- Distribute deferrments
- Make referrals for Gateway Program recruitment
- Ensure students are registered with a College Advisor
- College Advisors coordinate with the Transition Specialist(s) to bridge student support

**AE Dean and AE Assistant Dean**
- Coordinate and track Gateway Program success
- Institute Gateway Program policy and policy revisions and amendments
- Assist in Gateway Program recruitment
- Communicate Gateway Program to all Adult Educators under their purview
- Coordinate Welcome Event and Recognition Event for Gateway Scholars each semester

**Transition Specialist(s)**
- Responsible for Gateway Program recruitment
- Provide informational presentations to Adult Education students
- Assist in the advisement of Gateway Scholars through Phase II of the Gateway Program
- Track Gateway Program success
- Disseminate Gateway Program information and materials to Adult Educators

**Adult Educators and Support Staff**
- Complete Gateway Program Attendance Report when necessary
- Assist in the recruitment and referral of Adult Education students to the Gateway Program
- Allow Transition Specialist(s) and other support staff into the class to promote and recruit
- Ensure entire present class attends the College 101 presentation each semester
- Maintain a working knowledge of the Gateway Program
Gateway Scholars have reached some critical success indicator milestones since program inception in spring ‘11

Associate’s Degree..........................9 Gateway Scholars (all with High Honors)

Half Graduates ..............................28 Gateway Scholars
(30 graduation credit hours or more)

Advanced Certificates......................7 Gateway Scholars
(areas include: hospitality, accounting, computer information systems, child development, and web development)

Basic Certificates............................17 Gateway Scholars
(areas include: phlebotomy, cosmetology, food sanitation, computer information systems, and web development)

GED® Certificates............................98 Gateway Scholars

Source: CCC Gateway data
Here is what City Colleges of Chicago students are saying about our Bridge Programs and the Gateway Program...

“I will do my best not only to succeed academically in the Gateway Program, but also share my experience and hope with other City College students.”
--Gateway Scholar, Richard J. Daley College

“The Gateway Program has opened a door for me to college, a door that I thought would be hard or even impossible to open.”
--Gateway Scholar, Harry S Truman College

“I'm currently enrolled in the Gateway Program and the knowledge I'm learning and the self-confidence this program has given me, makes me know there is more to life than the streets. What a different future I see for myself.”
--Gateway Scholar, Kennedy-King College

“I sometimes did not know how I was going to make it to class, but my attitude was if they were going to provide me free classes in language arts, mathematics, basic computer navigation and typing skills, and a forklift certification coupled with warehouse skills and safety training certification all while I work towards gaining my GED, I must attend every day on time.”
--Bridge student, Olive-Harvey College

Source: CCC Adult Education students
For more information:

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<th>Bridges</th>
<th>Gateway to CCC</th>
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