

i Bridge Initiative

Creating a Successful Bridge Program: A *“How To”* Guide

Worksheets Only (Savable Forms)



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Worksheet 1: Process Map

This worksheet will help teams identify the key steps in the partner organizations that are necessary in gaining approval, funding, staffing, and recruiting students. The partners should modify the steps to match their organization’s policies and procedures.

	Requirements & Approval Process	Schedule	Key Individuals & Departments
Internal funding resources			
Course approval requirements and process			
Approval of course for credit, preparation for certification exams, etc.			
Approval of course for student funding assistance			
Course scheduling			
Staff recruitment, selection and approval (instructors, advisors, etc.)			
Identification and scheduling of course location(s)			
Identification of partner organization’s current clients for recruitment			
Opportunities to use partner organization’s communication vehicles and relationships with target audience for recruitment			
Application and enrollment process and requirements			
Access of targeted population to organization’s services and facilities			
Application, approval, and enrollment process for the next step			
Other			

Worksheet 2: Partner Role Identification

Roles — Program Development	Partner(s) Responsible
Leadership/management	
Partnership development	
Identification of target population	
Identification of career cluster and pathway	
Identification of targeted occupations/jobs and skill requirements	
Identification of next step training and education options and related skill requirements	
Program design and planning	
Budgeting	
Curriculum development	
Securing funds	
Recruitment of staff and instructors	
Orientation/training of staff and instructors	
Equipment, supplies, and facilities	
Policies and procedures	
Other	

Roles — Program Delivery	Partner(s) Responsible
Marketing and recruitment	
Intake, assessment, and screening	
Program orientation	
Instruction: basic and technical skills	
Certifications and degrees	
Career development and advising	
Internships: development and management	
College advising	
Counseling, case management	
Transition coordination	
Support services	
Job search and placement	
Communication	
Ongoing management and coordination among units (e.g., CTE, adult education, and basic skills)	
Other	

Note: Adapted from Women Employed, 2005, 30.

Worksheet 3: Information to Define the Target Population

Answer the questions about the proposed target population. Seek information when answers are not readily available. After answering all the questions, use this information to prepare a list of potential groups that could benefit from the planned bridge program.

1. What are their basic reading, writing, and math literacy levels? _____

2. Are they non-native speakers of English? What is the range of English proficiency among ESL students? Do they share a native language? Are they literate in their native language? _____

3. What are their educational credentials? _____

4. What has been their recent education and training experience (successful completion, drop-out, applied to a program for which they were not qualified, etc.)? _____

5. Do they have basic computer skills? Describe their skill level. _____

6. What types of jobs have they had? What is the nature of their work experience (short- or long-term job attachment, full- or part-time work, etc.)? _____

7. What are their occupational credentials? _____

8. Do they have occupational and career goals? Have they received career guidance to help determine their goals? _____

9. What barriers do they face to program participation (e.g., childcare, transportation, personal counseling) and what support services might be needed? _____

Examine the research results to identify common characteristics that can be used in detailed program design and marketing. Examples of bridge program types that may emerge are:

1. Two levels of the bridge program to serve a target population with a wide variation in literacy (e.g., 6-9 and 9-12 grade).
2. A defined bridge program leading to a CTE program for students with a common interest in a specific career pathway.
3. A bridge program that explores multiple occupations within a career cluster and focuses on college transition for students who want to go to college but have not defined their occupational goal.
4. Two separate but integrated bridge courses, one for VESL and the other that provides basic ESL for a defined immigrant community with varied English competency skills and educational credentials.
5. A bridge program for students in a CTE course who need to strengthen their basic skills.

Adapted from Women Employed, 18.

Worksheet 4: Planning for Student Assessment

Step One: Identify the competencies required to succeed in the bridge program.

- What literacy level, English language proficiency, and computer skills are required to understand the materials and complete the lessons?
 - Is familiarity with the career cluster or pathway or prior employment necessary?
 - What is the degree of motivation, readiness, and career interest necessary for success?
-

Step Two: Review all of the tools that partners use to assess bridge program candidates and place them into their various programs. This list should include standardized literacy assessments, career and interest inventories, interview protocols, references, etc.

- What assessments and exams do partners use to measure the skills required for entry and success at each point in the pathway, including for entry-level employment in the targeted occupation?
 - What skills do they measure and what ranking systems are used?
 - What groups of students are given each test and at what points?
 - What skills and competencies do the tests measure?
 - How do the measures and ranking systems used by the partners relate to each other? Crosswalk tables for the standardized tests may be helpful here.
 - What are the skills and competencies required at each level?
-

Step Three: Determine if the existing tools measure the skills and characteristics that are important to success.

- What is important but not measured by the tests?
 - What additional tools may be used to capture the factors critical to successful completion of the program?
 - What are the differences among the tests?
-

Step Four: Determine how to more closely align the assessments and use multiple vehicles to improve student placement and success.

- What tools are available to fill the gaps? What other tests do partners use? What do other bridge programs use?
 - What is the track record of their use in bridge programs? Can or should they be modified?
 - What do they cost?
 - What skills are required to administer them?
 - How do they fit with the other tools?
-

Step Five: Align assessments in the pathway.

- Do the tests and exams that are used at each step in the pathway align? How can the alignment be enhanced?
- How can COMPASS, Accuplacer, and Asset practice tests be used to better prepare students to pass college entrance exams?
- What tests can help instructors and students strengthen the transition from one level to the next (for example, pre-college level courses to college credit in as short of time as possible, with little or no repetition)?
- Should the bridge program include contextualized English and math even though the next level of training or employment only requires one or the other, but more advanced programs require both English and math?
- How does the performance of bridge program students on post-tests compare to other students at the same level?
- Have the assessments at each level accurately pinpointed capacity and motivation to succeed in the course?
- Are any of the tests duplicated by partners?

Worksheet 5: Curriculum Checklist

You know you have developed a contextualized curriculum when:

- The curriculum has a clearly defined role (function) in a career pathway that includes discrete academic and occupational steps.
- The curriculum development process included input from “all the right people.” These are: _____ .
(This should be a cross-section that includes representatives of the relevant academic and CTE levels and departments, the target industry, and career development, at a minimum.)
- The curriculum has clear learning goals and objectives that encompass both academic and occupational knowledge and content.
- The curriculum developers and instructors are committed to the bridge program vision and believe in the ability of the students to achieve it.
- The curriculum developers and instructors work together in the development and implementation process.
- There is a process in place to modify the curriculum during the course, if necessary, and the entire team knows how this process works.
- The instructors have created delivery methods that embody interactive learning that are regularly monitored to ensure the students are engaged in active learning.
- The instructors engage in professional development.
- The curriculum incorporates authentic workplace materials and uses them to teach literacy or other skills.
- The curriculum is written at a level that is appropriate for the target population.
- The students are actively engaged in the learning process (as demonstrated by class interaction, class projects, evaluations, direct observation by other professionals, etc.).
- There is a process in place for continuous improvement of the curriculum that involves the curriculum writing team and period feedback by the leadership team.

Worksheet 6: My Career Development Plan

This worksheet may be used as part of a class assignment or as an advising tool.

I. Career Exploration

1. Career Pathway _____ Industry _____ Occupation _____
 - Entry-level job(s) _____ Required Skills/Education/Experience _____ Wages _____
 - Next level job(s) _____ Required Skills/Education/Experience _____ Wages _____
 - 10-year job goal(s) _____ Required Skills/Education/Experience _____ Wages _____
2. What types of employers are projected to need employees in this occupation? _____

3. What is the projected demand for employees in the industry and occupation in this area in the next 1-3 years? High _____ Medium _____ Low _____
4. What are the required certifications? How do you prepare for the certification exam? _____

5. What are the options for acquiring the experience for the entry-level job. For example, current or previous jobs, a new part-time job, volunteering, school projects, etc.? What works best for you? _____

6. For each option above, what types of programs meet the education/training requirements? Who offers the programs? _____

7. What are the entry requirements? What will it take for you to qualify? _____

8. What is the program length? What is the estimated cost for tuition, books, and supplies? _____

 - What types of financial aid and other support services are available? _____

 - Will you have problems getting to and from the program? _____

Worksheet 6 (Continued)

II. Decision-Making

1. What is most suitable career path or occupation for you to pursue? _____
2. How well do the options suit you in terms of:
 - Achieving your long-term goal High _____ Medium _____ Low _____
 - Your interest in the type of work and industry High _____ Medium _____ Low _____
 - Your needs for income in the short and mid-term High _____ Medium _____ Low _____
 - Cost of education/training _____ Is it affordable? _____ Affordable with assistance? _____ Too expensive? _____
 - Program length High _____ Medium _____ Low _____
 - Compatibility with meeting household responsibilities High _____ Medium _____ Low _____

III. Action Plan

Occupation/Career Goal: _____

Next Education and Training Steps:

Application process, with dates _____

Application assistance needs _____

Need for financial assistance and steps _____

Need for transportation or other services, such as childcare and options to pursue _____

Next Employment Steps:

Employment objectives in the short-term:

• Full- or part-time _____

• Potential employers _____

• Application requirements and process, e.g., online application, recommendations, portfolio, and interview _____

• Desire for job search assistance services (such as resume preparation). Where is this available? _____

• Need for transportation or other services, e.g., childcare while at work _____

Worksheet 7: Service Planning

List the services that partner institutions already offer. Note gaps between priority needs and services and then fill in gaps with service providers from outside the partnership.

Service Need	Priority Need?	Providers	Services	Notes
Overall: Transition Coordinator				
Academic: Advising Tutoring, Study Skills, Coaching, Financial Aid				
Individual: Transportation, Childcare, Other				
Employment: Internships, Job Search				
Other				

Worksheet 8: Identifying Resource Needs and Potential Funding Streams

Estimate the costs of developing and delivering the bridge program, the resources and services that are currently available or can be accessed by partners, amount of required funding, and gaps and potential sources of funds to fill the gaps. All partners should help to complete the worksheet.

Activity	Estimated Cost	Existing Resources (\$)	Existing Services	Funding Gaps	Potential Funding	Partner Responsible
Program Development and Start-up						
Staff recruitment and professional development						
Partnership development						
Program/curriculum design						
Equipment and software						
Ongoing Costs						
Facilities						
Student assessment						
Instruction						
Supplies						
Tutoring						
Transition coordination						
Career and academic advising						
Field trips						
Paid work experience (including internships)						
Tuition and fees (for students)						
Support services						
Project management						
Fundraising and communications						
Administration						
Other						

Worksheet 9: Data and Sources

Student Data Type	Potential Data Sources			Other Data Sources		Will this element be collected? If so, how, by whom?
	Adult Education	Workforce Investment Act	Perkins MIS ⁷²	Local Data	Partner Data	
STUDENT IDENTIFYING DATA						
Name	X	X	X			
SSN	X	X	X			
College or other program provider name	X	X	X			
STUDENT DEMOGRAPHIC DATA						
Age at entry/birth date	X	X	X			
Gender	X	X	X			
Hispanic/Latino/Latina	X	X	X			
Race	X	X	X			
Single head of household	X	X	X			
Financial aid status (applied, qualified, receiving)			X			
Prior education level	X	X	X			
Family income level		X				
Size of household, number of children under 18 (optional)		X				
Current enrollment status	X	X	X			
Employment status, number of hours working per week	X	X	X			
STUDENT PROGRAM-LEVEL DATA						
Adult education assessment test scores (e.g., TABE, Best Plus, Best Literacy, CASAS) (pre- and post-)	X	X	X			
College placement assessment scores (e.g., COMPASS) (pre- and post- if possible)	X					
Bridge program hours attended	X		X			
Bridge program completion	X		X			
Student meeting with career advisor, career coach, or transition coordinator						
Student receipt of transition services by type (advising, counseling, tutoring, support services, financial aid)						
STUDENT COURSE-LEVEL DATA						
Course name	X		X			
CIP code	X		X			
Credit or noncredit	X		X			
Course hours	X		X			
Enrollment date (or term)	X		X			
Course completion	X		X			
Course grade			X			
STUDENT COMPLETION AND CREDENTIAL ATTAINMENT						
Credential name		X	X			
Credential type (certificate, degree)		X	X			
Credential date granted		X	X			
STUDENT EMPLOYMENT AND EARNINGS						
Pre-program wage		X	X			
Pre-program earnings (from UI covered earnings database)		X	X			
Placement occupation		X	X			
Hours per week of placement job		X	X			
Post-program earnings (from UI covered earnings database)		X	X			

Worksheet 10: Assessing Strengths and Weaknesses

Program Component	Strengths	Weaknesses
Leadership Team and Partners		
1. Are the right partners at the table?		
2. Did the leadership team and other program partners share a common understanding of program goals and the bridge approach?		
3. Did each partner deliver a high quality of service?		
4. Were students able to easily navigate among the partners' services?		
5. Did partners communicate regularly about students and issues in program delivery?		
6. Were management systems in place and clear to all?		
Target Industry and Pathway		
1. Have labor market demands in the industry and career cluster remained strong?		
2. Is the career pathway clear to students and instructors?		
3. Do instructors have adequate expertise and knowledge of the industry and career cluster?		
4. Have employers participated in meaningful ways?		
Target Population		
1. Did outreach and marketing reach the target population?		
2. Did the marketing information clearly describe the unique program elements, requirements, and benefits of the bridge program for the target population?		
3. Did the bridge program design meet the needs and interests of participants?		
4. Was the schedule and location convenient to the target population?		
5. Did enrollment meet goals?		
Assessment		
1. Did the intake assessment tools accurately and consistently gauge student literacy levels, capacity, and motivation to succeed in the bridge program?		
2. Did student skills and interests fit with the bridge program?		
3. Did the intake assessment tools provide an understanding of student learning needs, individual barriers, and interests?		

Worksheet 10 (Continued)

Program Component	Strengths	Weaknesses
Contextualized Curriculum		
1. Were industry knowledge and technical, occupational, and basic skills instruction integrated and coordinated?		
2. Did learning goals align with the next level of education, for-credit college programs and employment?		
3. Did instructors use applied lessons and simulations?		
4. Did instructors and staff have sufficient understanding of the target population and course content? Were they able to use the bridge program approach?		
5. Was professional development provided to instructors?		
Career Development		
1. Was career information accessible, accurate, and used by the students?		
2. Did students have opportunities to tour industries and meet professionals in the career pathway?		
3. Was advising accessible and effective?		
4. Did students prepare career plans that will be useful as they move to the next level?		
Transition Services		
1. Were students fully aware of transition services when they registered?		
2. Were the services available and accessible from the time of enrollment?		
3. Were the services relevant to student needs?		
4. Was the transition coordinator, coach, or advisor available to students when they needed assistance and at key points in the program?		
5. Were there any student needs that were not met?		
Funding		
1. Did the resources meet the needs of the bridge program, students, and staff?		
2. Did the bridge program meet the terms and conditions of the funding streams?		
3. Will the funding streams be available in the future?		
4. What were the key gaps in funding?		
5. Are there new funding opportunities?		
Data and Measurement		
1. Did the partnership capture the information needed to assess progress and identify and solve problems?		
2. Did the partnership have sufficient information and capacity to analyze and document outcomes?		
3. What were the gaps in information? Will the team be able to fill those gaps?		

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