

# BUILDING A PIPELINE: BRIDGES & ICAPS

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# AGENDA



Where did  
Bridges, ICAPS,  
and IELCE start?



Where are we  
now?



How can we build  
a pipeline moving  
forward?



What is already  
happening in the  
field?



Questions

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## WHERE DID BRIDGES, ICAPS, AND IELCE START?



**Bridges started in 2006 as part of Shifting Gears.**



**ICAPS started in 2014 in Illinois as part of Accelerating Opportunities.**

for community colleges  
for ABE/ASE students



**IELCE started as EL/Civics which started in 2006.**

Changed to IELCE in 2016 in the federal WIOA law.



# WHERE ARE WE NOW?

Bridges – 231 approved Bridges across Illinois

- 10 different sectors
- 13 programs have IELCE specific Bridges approved

ICAPS – offered across all types of Adult Education programs (community colleges, high school districts, regional offices of educations, community-based organizations, and IL Department of Corrections) for both HSE students and ELA students.

- 195 approved ICAPS across Illinois
- 11 different sectors

IELCE – Currently 37 IELCE funded providers across the state

# HOW CAN WE BUILD A PIPELINE MOVING FORWARD?

- The first word in the Transitions Academy title is “Transitions.” Doing this well can build a pipeline of students and staff within your program.
- Students often come in with one goal in mind – improving their English or getting their GED. One of our *MANY* jobs is to help them figure out what follows that.
- One option is a Bridge or an ICAPS, depending on where they are today. If they are ELA learners and your program is IELCE funded, you can intertwine them.
- Building a staff pipeline is just as important as a student pipeline!



## WHAT IS ALREADY HAPPENING IN THE FIELD?

World Relief is doing exactly that. Intertwining Bridges and ICAPS with IELCE funding. They are building Bridges that lead to ICAPS so students can continue their path.

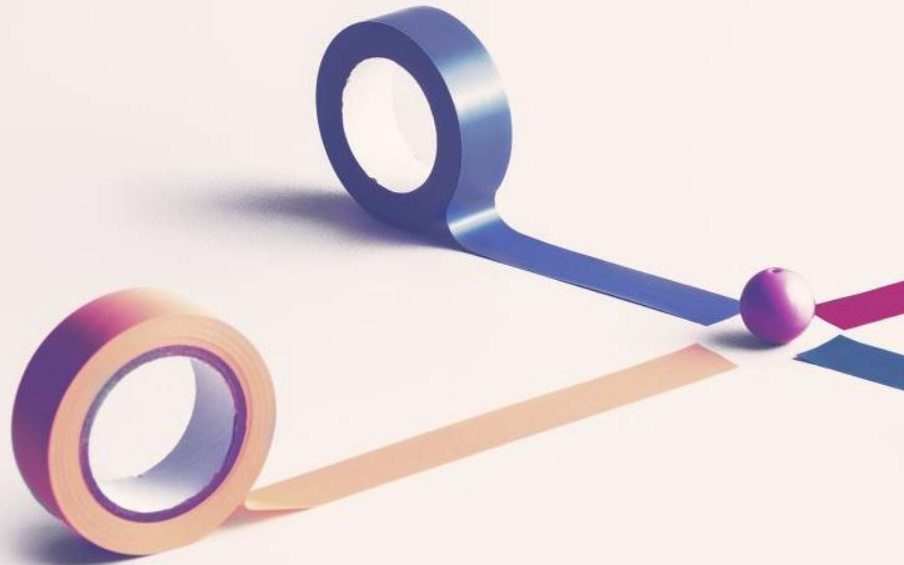
They are also creating a pipeline of instructors for Bridges and/or ICAPS.

How are they doing this?

## WHY ELA BRIDGES?

- Highly educated/highly skilled, untapped immigrant and refugee population
- Highly motivated to upskill (securing employment & median wage metrics)
- High retention rates





## CHALLENGES TO A CONTEXTUALIZED ELA BRIDGE

- Wrap-around services for access (transportation, childcare, digital literacy skills, wifi, etc.)
- Recruitment (how and where the classes are marketed)
- Language level eligibility



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# OVERCOMING CHALLENGES

 Predominantly online Bridge offerings

 Exceptions: newly arrived and emerging literacy learners

 Improving wrap-arounds: digital literacy for distance learning, hotspots, etc.

 Ensuring there's real student demand

 Improving multilingual supports for marketing

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## WHAT BRIDGES DO WE CURRENTLY OFFER?

Workforce  
Readiness

Emerging Careers

General  
Healthcare

Healthcare CNA

Early Childhood  
Education

Academic  
Readiness  
(pending  
approval)

Sewing &  
Workforce  
Readiness (in  
development)

## CURRENT PATHWAY TO ICAPS = “ACCESS TO”



Partnership with local community colleges within each of our APCs across the region



Aligned bridge schedules with corresponding ICAPS courses held at local colleges



Student Success coaching: voc training plan, career mapping, multilingual supports, digital access training, etc.



Goal: maintain local access & develop low-NRS-level internal ICAPS



## GUIDING PRINCIPLES

- Is yours a Bridge to somewhere? Our students need to know there are real pipelines because they are motivated.
- Is there a local ICAPS to partner with for bridging into a credential? OR...
- Is there a concrete plan to develop a sustainable internal ICAPS to complete the pipeline?

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# INTEGRATION OF IELCE COMPETENCIES PRECEDES FUNDING

1

IELCE competencies naturally integrate with the objectives and outcomes of a bridge

2

Employment ready and self-sufficient = IELCE competencies

3

These organically flow out of contextualized bridge programming

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# DESIGN THE BRIDGE, THEN BRAID



Healthcare Bridge came before any IELCE funding was in the picture: based on student demand, employer need, and instructor availability.



But now that we're looking to label what's already naturally happening in the classroom, we see significantly more than 2 competencies per 15 hours of class



Ex. Integration of IELCE competencies were already happening organically without having a formal competency to label the workforce activity





HOW DO  
COMPETENCIES  
NATURALLY  
BELONG IN A  
BRIDGE?

## IN ANY BRIDGE:

Students identify industry-specific jobs, employers, wages, and workplace culture:

- EM1. Identify job titles, responsibilities, wages, and places of work.
- EM2. Describe common employee benefits (e.g., health care, vacation, sick days).
- EM10. Read and interpret a pay stub.
- EM12. Read and write basic work-related messages.
- EM13. Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.
- EM14. Describe ways employers may evaluate work performance.



## IN ANY BRIDGE:

Students prepare for job interviews, curate resumes, and learn workers' rights:

- EM3. Identify typical steps in obtaining a job.
- EM4. Complete a job application (paper or online), resume, or cover letter.
- EM5. Identify local employment agencies, training agencies, and/or resource centers.
- EM6. Locate local job market information using the Internet (e.g., [Illinoisworknet.com](http://Illinoisworknet.com) or other resources).
- EM7. Identify typical and illegal job interview questions and how to respond.
- EM8. Describe the function of a labor union.
- EM9. Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.
- EM11. Read safety signs and instructions commonly found at work.

# IN A HEALTHCARE BRIDGE: PREVIOUS COMPETENCIES PLUS MORE

## Students gain healthcare-industry-specific knowledge:

- HW1. Explain the difference between public and private health care.
- HW2. Locate public health services in their communities and/or complete an application.
- HW3. Complete a health information form, including family medical history, current medications, and allergies.
- HW4. Explain the importance of good nutrition and where to find information about it.
- HW5. Explain the importance of physical fitness and locate fitness programs in their communities.
- HW6. Identify community resources for wellness programs including prenatal care, immunizations, and screenings.
- HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.
- HW8. Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.
- CR1. Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.
- CR6. Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).
- CR5. Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, **CPR classes**).
- CR10. Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).

IN AN EARLY  
CHILDHOOD  
BRIDGE:  
PREVIOUS  
COMPETENCIES PLUS  
MORE

## Students gain childcare & education-specific knowledge:

- CR1. Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.
- CR2. Call 911 or other police/fire emergency telephone numbers to report an emergency.
- CR3. State the laws regarding safe transportation of themselves and their children in motor vehicles (e.g., using seat belts and child car seats, following speed limits).
- CR5. Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, **CPR classes**).
- CR6. Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).
- SC1. Identify how schools are organized in the U.S. school system (i.e., preschool through college).
- SC2. Identify the ages of children that public schools are required to serve.
- SC6. Describe the similarities and differences between the U.S. school system and the school system in their native countries.
- SC7. Identify ways in which parents and community members can participate in schools and interact with school personnel.
- SC8. Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).
- HW2. Locate public health services in their communities and/or complete an application.
- HW3. Complete a health information form, including family medical history, current medications, and allergies.
- HW4. Explain the importance of good nutrition and where to find information about it.
- HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.
- HW8. Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issue.

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## INSTRUCTOR TRAINING & INCENTIVES



Challenge to entice existing ELA instructors to shift into Bridge instruction



Provide additional training and extensive curricula



Incentivize (higher wages, high reward, better equipped to serve ELs)



# QUESTIONS