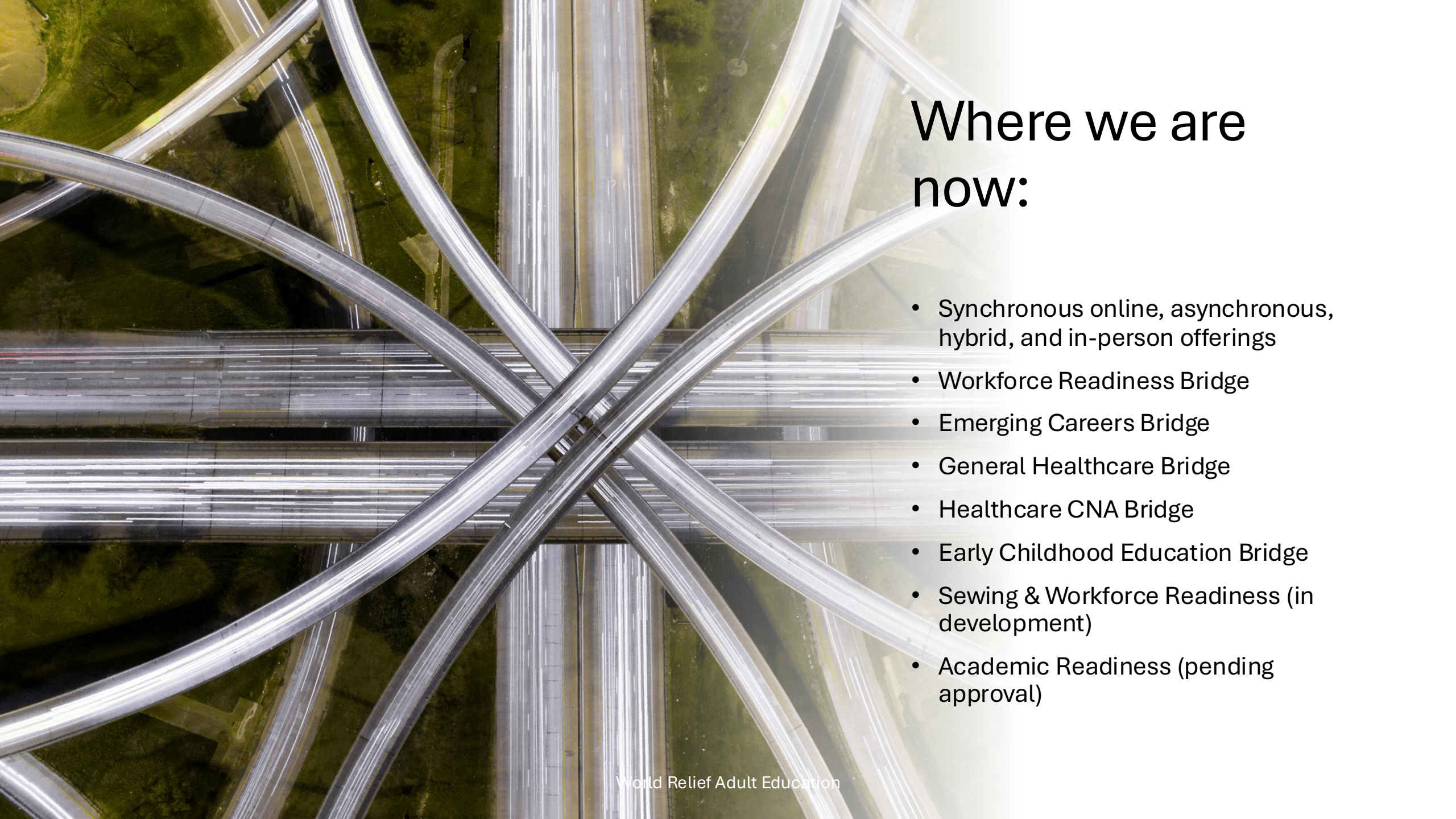


# Designing Bridge & Transitions Programming for ELs

Transitions Academy | October 2024





# Where we are now:

- Synchronous online, asynchronous, hybrid, and in-person offerings
- Workforce Readiness Bridge
- Emerging Careers Bridge
- General Healthcare Bridge
- Healthcare CNA Bridge
- Early Childhood Education Bridge
- Sewing & Workforce Readiness (in development)
- Academic Readiness (pending approval)






## How we got here:

- Hard truth: ICCB requirement
- Adaptive support services for student success (tangible and intangible)
- Utilizing what's already available (adamant to not reinventing the wheel)
- Adaptive instruction/design and innovation (student & employer needs always changing)
- Development of a philosophy for Bridge offerings





# Philosophy for Bridge Programming

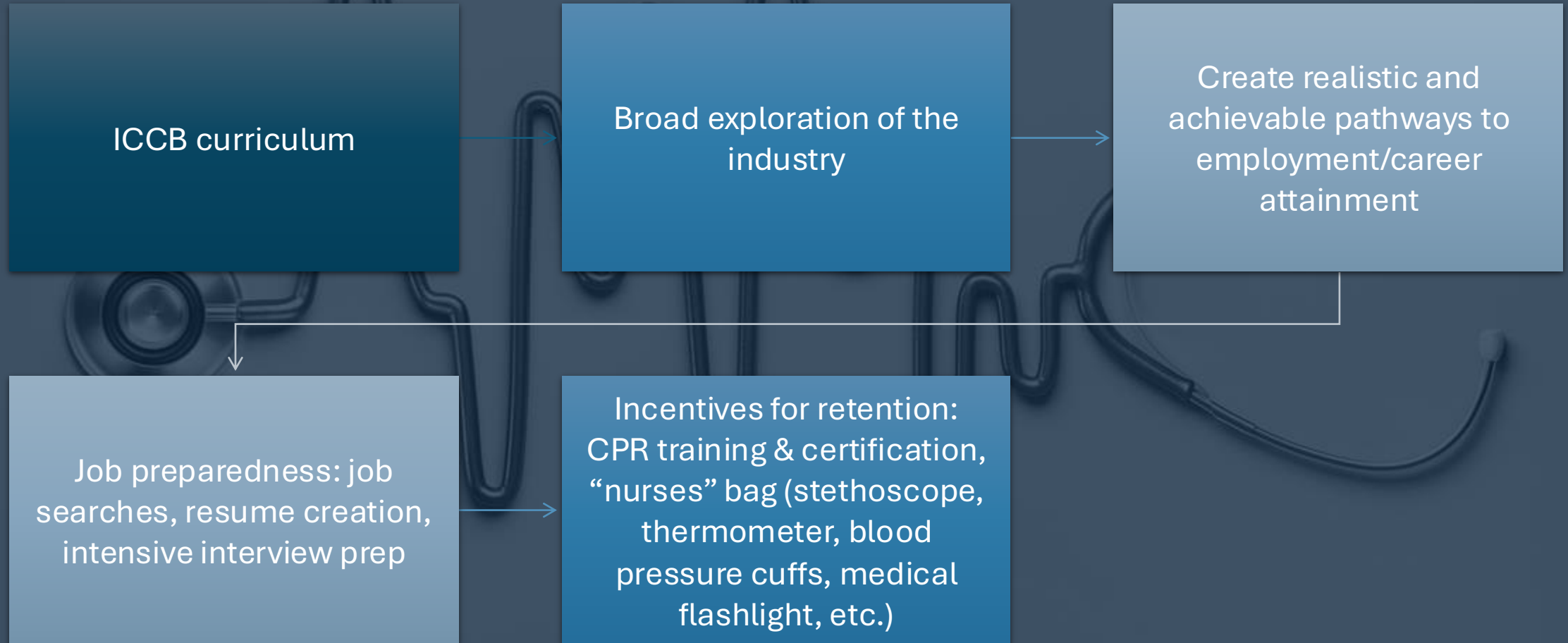
- Must be a Bridge to somewhere: access to ICAPS, vocational training opportunities, entry-level positions, careers with little to no additional training requirements
- Must prove student demand
- Must prove employer need

# A Flop

- Our attempt at a CNC ICAPS
- What we learned...
- Partnerships developed...
- Our aim for the future...



# Our First Bridge: General Healthcare





# Success Story: Healthcare





# CNA Bridge to ICAPS Pipeline

- Partnership with COD
- Pre-bridge for CNA
- Advanced bridge for CNA
- CNA ICAPS
- Success Coach support
- Multilingual support
- Resource incentives



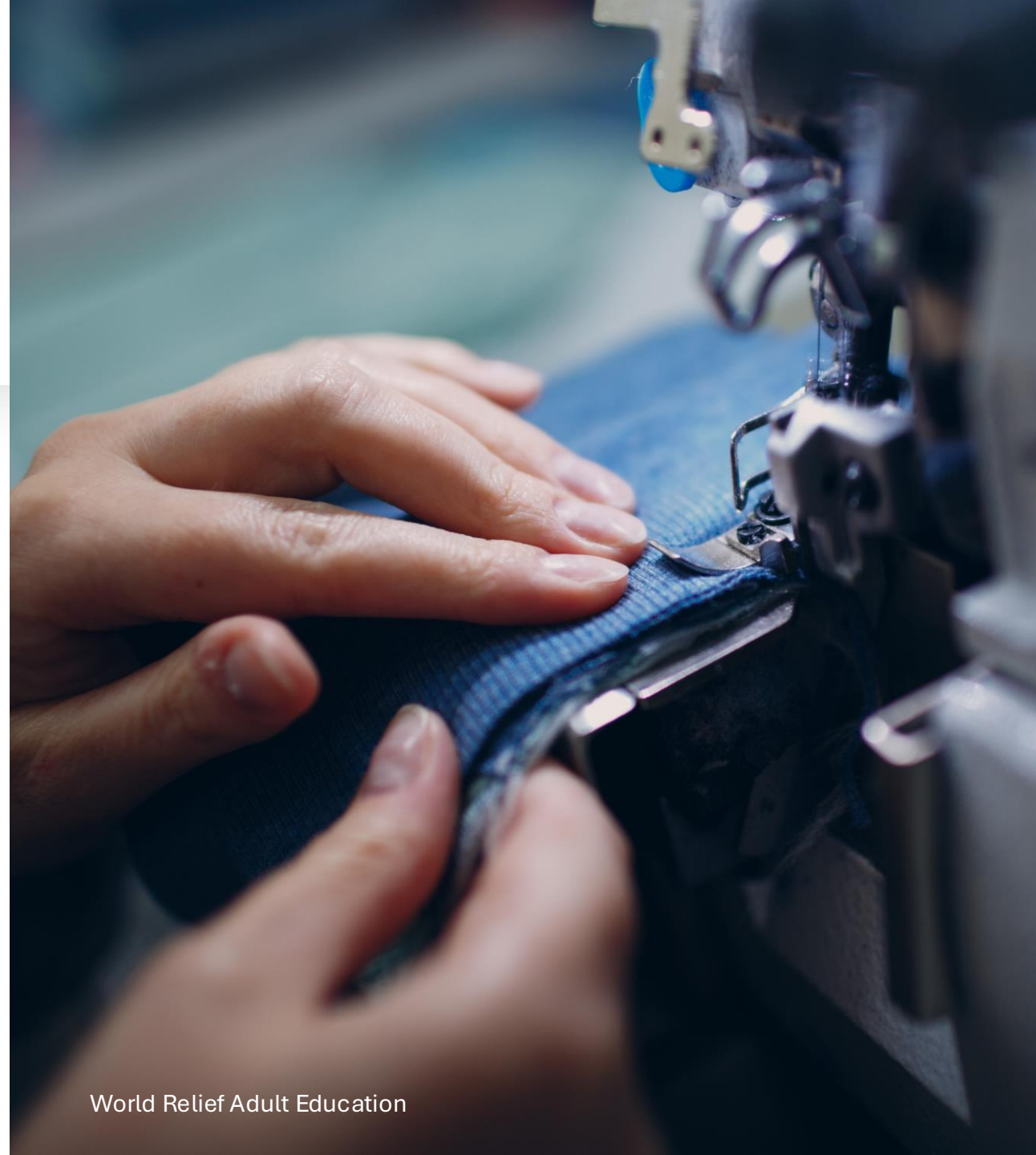
# Knowing the Learner

- Immigrant and refugee ELs are highly motivated & often highly skilled
- Workplace culture differences
- Contextualized language skills
- Access barriers

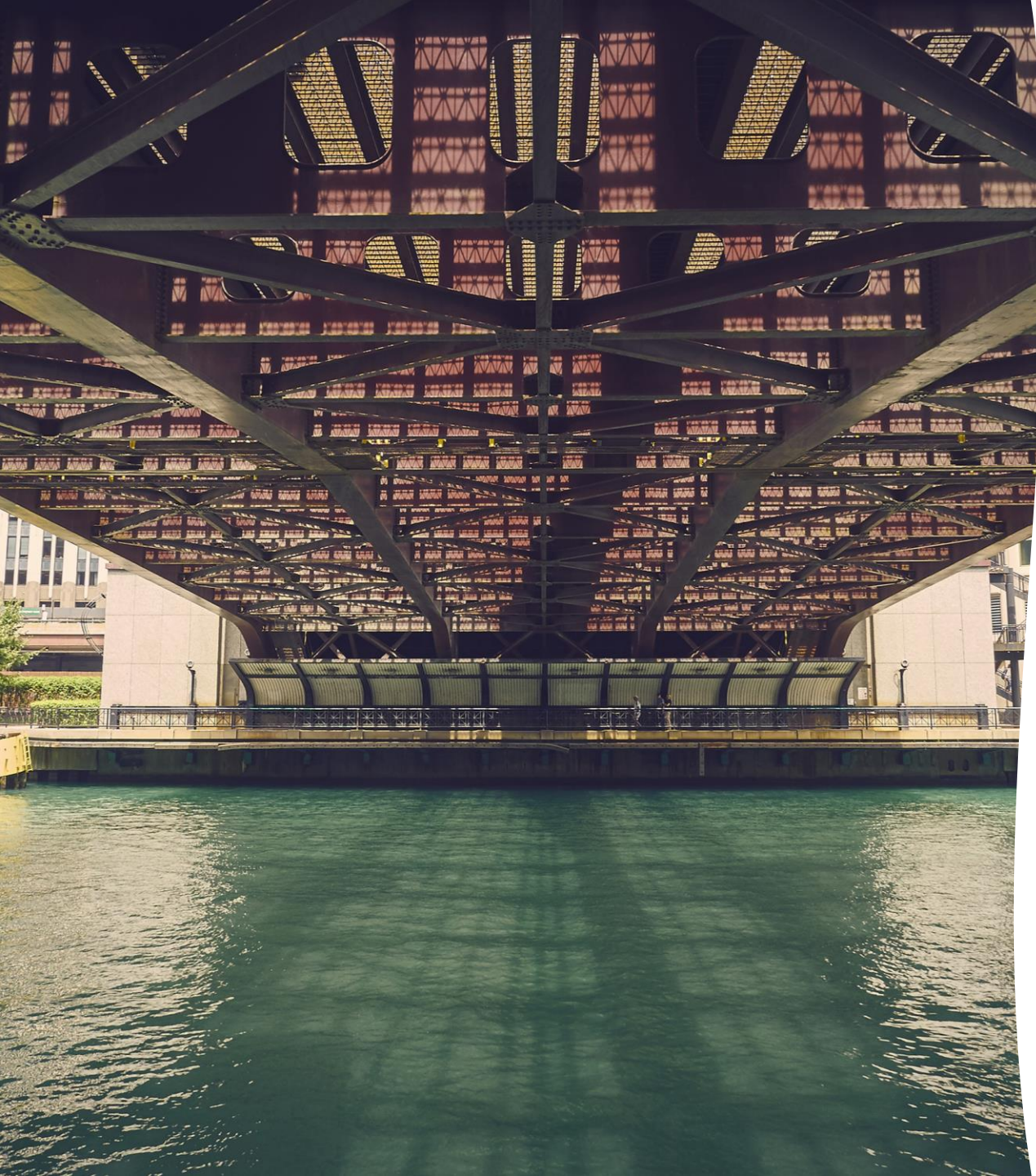


# In Development: *Sewing Bridge*

- Desire: low-NRS-level Bridge, focusing on emerging literacy learners
- Student demand
- Industry need
- Content area experts
- Multilingual supports







# Resourcing our Learners

- [Healthcare Bridge](#)
- [Early Childhood Education Bridge](#)
- Emerging Careers Bridge: Burlington English & *Work Wise*
- Workforce Readiness Bridge: *Work Wise & At Work in the U.S.*



# Adaptive Support Services

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Transportation w/ plan to acquire independent transportation

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Childcare w/ plan to acquire independent childcare

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Multilingual supports (recruitment to contextualized content, depending on level)

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Digital access training for distance learning success



# Multilingual Support Services

1

Identify core language groups represented by student body

2

Develop translated flyers/materials and interpreted audio/visual orientations in core language groups

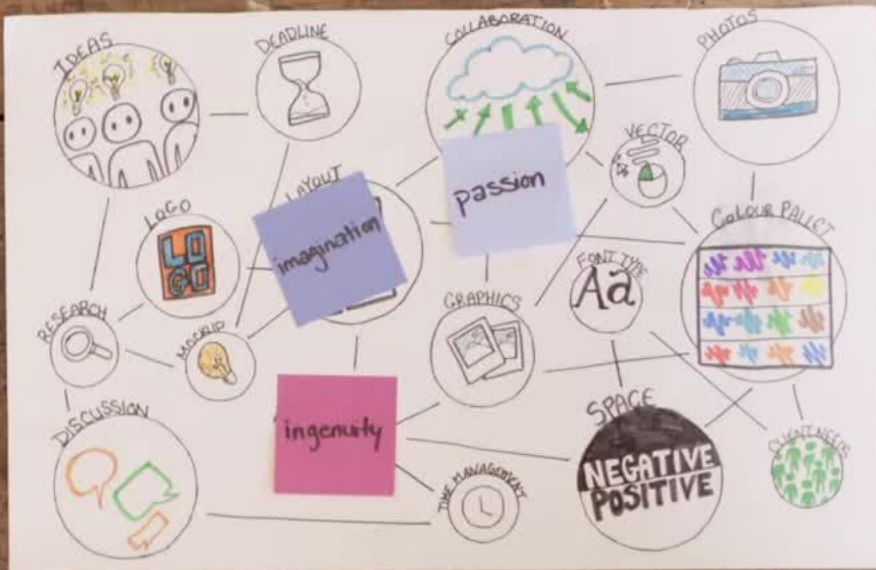
3

Provide live interpretation for first day logistics

4

Identify specific + intentional uses of interpretation for complex contextualized content for pre-determined NRS levels

# Start & Iterate



- Start basic with what's available
- Adjust to your learner needs
- Plan space for iterative development after each session



# Plan for Transitions Support

- ICAPS Access
- Consider low-NRS-level ICAPS for increased EL access
- Student Success transitions support/mentorship & career mapping
- Clear and translated graphics detailing career-attainment & continued ELA plans