

**It's Not Just About the Credits!**

# **Bridge Academy Maine Program Overview 2020**

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## It's Not Just About the Credits!



***“I sat in the room and watched the Registrar cross off classes left and right. Most students come in with five to eight credits, I ended high school with 31 credits.”*** That is what Devin, Class of 2019, had to say when reflecting on our program after starting his first year at Thomas College this past fall. While many first-year students begin with college credits for one or two courses, most Bridge Academy graduates begin college much further ahead. Bridge is not just about the credits - it's about being ready for a full college curriculum with a plan for investing in a career!

The State of Maine is facing a workforce crisis – a crisis of fewer workers and a need for higher skills. A recently published state economic development [plan](https://www.maine.gov/decd/sites/maine.gov/decd/files/inline-files/DECD_120919_sm.pdf)<sup>1</sup> highlighted the need for the education and business community to work together to solve this issue. Bridge Academy Maine is well suited to help in that effort. Specifically, Bridge Academy Maine was designed to meet the following state economic development plan<sup>1</sup> goals:

- to connect students to the Maine economy and help them explore career opportunities that are in line with their individual area of interest.
- to institute statewide programs through higher education institutions that provide coop experiences, internships, research experiences, and apprenticeships for all Maine students.
- to ensure that 60% of Mainers hold a credential of value by 2025
- to help children from economically-disadvantaged backgrounds to achieve success.
- to develop a system of stackable, micro-credentials that enable students to quickly and affordably obtain a credential of value, which can be used to build toward other credentials and be transferred fluidly among Maine educational institutions;
- to build bridges for those who are not in the work- force, enabling them to join;
- to add 75,000 people to our work- force over the next ten years;

<sup>1</sup> “Maine Economic Development Strategy 2020 – 2029” - [https://www.maine.gov/decd/sites/maine.gov/decd/files/inline-files/DECD\\_120919\\_sm.pdf](https://www.maine.gov/decd/sites/maine.gov/decd/files/inline-files/DECD_120919_sm.pdf)



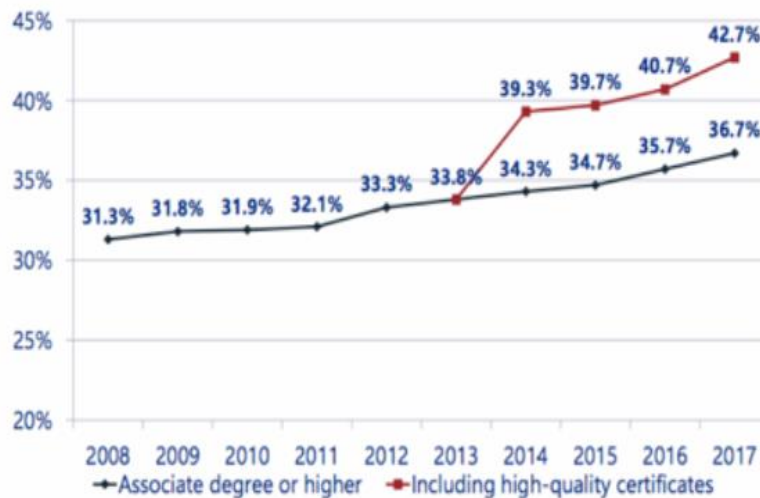


Going into our ninth year, the Bridge Academy Maine program has developed programs that connect college preparation, early college, wise investment in higher education and career planning. That is because, again, we understand that college and career preparation is not just about the credits! We currently serve students in 6 CTE regions around the state and are looking to add 4 more in 2020-21.

Bridge Academy Maine, formerly known as Bridge Year, was enabled in legislation to serve students who were traditionally underserved in higher education. The programs already in existence served the traditional high aspirations, college-bound student. These include Advanced Placement, Honors classes, and the college prep track for the “top” students (perhaps 20%) who have already performed at a high academic level. The State of Maine, however, has a goal, codified in statute, to have 60% of our adult aged workforce attain a credential of value by the year 2025. By “credential of value” we mean a 2- or 4-year degree, license, skill or certificate that is directly related to a career that is in demand.

Other states have established similar goals such as Tennessee’s Drive for 55<sup>2</sup>. To reach these goals, Maine as well as other states will need to recruit students who have not been traditionally served by the high aspirations programs listed above. The state of Tennessee separates out both its credential attainment and degree attainment. In essence it shows the “bump” that the students traditionally underserved in higher education, gives towards meeting Tennessee’s goals. While Maine currently does not separate out the attainment of credentials of value, if those numbers were included in attainment, we would likely see an increase like Tennessee’s (about 6% - see the table below) beyond the traditionally college bound segment of our population.

## Educational Attainment in Tennessee, 2008 - 2017



Source: Tennessee Higher Ed Commission

Tennessee

<sup>2</sup> <http://driveto55.org>





# BRIDGE ACADEMY — MAINE —

## WHERE WE ARE

MAINE 45%, NEW ENGLAND 54%

## 2019 GOALS

44% OF MAINERS WILL HOLD A POSTSECONDARY CREDENTIAL OF VALUE

### WORKING AGE ADULTS (25-64) WITH A POSTSECONDARY DEGREE OR CREDENTIAL\*



\*Credential estimates included for 2015-2018

SOURCE: U.S. Census Bureau, American Community Survey 1-Year Estimates (Table B15001) for degree data; Lumina Foundation, A Stronger Nation, <http://strongernation.luminafoundation.org/report/2019> for credential estimates.

## Maine

It is for the students who may fall in that 6% band that the Bridge Academy program best operates. It is the combination of (1) high-quality credentials of value earned in CTE programs (2) rigorous college academics delivered in high school by high school teachers (3) supportive public higher education institutions and (4) the comprehensive supports facilitated by the Bridge Academy that breaks down the barriers to success for students who have often been left out of higher education pipeline. Because each partner brings its “A” game to the program, these students experience success. No one entity has to bear the burden of doing all the heavy lifting. It is a shared process that opens up dialogue and cooperation. As a result, the traditional silos of education are flattened. It is a work in progress and the efforts are validated by [research](#) in this area.

There is a great deal of confusion in the education arena regarding early college. For example, Maine’s Aspirations Program, which is essentially a funding mechanism, was designed to give high school students exposure to a couple of college courses, a putting a toe in the water so to speak. The early beginnings of the Aspirations program saw high school students sliding into the back of the college classroom where there were open seats. This was easy to do from the perspective of the higher education institution because it only involved small incremental costs. The professor was already teaching the course, traditional college students were already enrolled and one or two extra students was easy for the campus to absorb. It also had the benefit of recruiting these students for the institution.

From those early days when just a few Maine high school students physically went to campus, we now have thousands of college credits being earned. Campuses within both the University of Maine System and the Maine Community College System have recently hired Early College Coordinators as well as similar positions at the system level, to manage the thousands of credit hours being taken in high school. In Maine, programs such as Rural U, The First Fifteen, USM Early College, and EMBARK, to name but a few, deliver early college courses to high school students.





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Exploration through college courses is one thing; students finishing an associate's degree while in high school is quite another. And somewhere in the middle of these two ends of the spectrum, students can find unpleasant surprises if they take courses that are not aligned with a credential of value or a degree. Students just taking courses without effective guidance and planning can find it frustrating and a waste of time and resources.

Bridge Academy Maine is a comprehensive program that helps students identify efficient pathways to a high-wage, high-demand career and provides the supports necessary to navigate the process to a credential of value at lower or no cost tuition. Devin Grindle made sure to point that out when discussing his transition from Ellsworth High School and HCTC to college, *"Starting sophomore classes as a freshman is quite difficult... without the skills of hard work, determination, work ethic, and many more techniques I received from the Bridge Academy, I know my grades would have been much lower."* (Devin earned a 3.4 GPA and a spot on the Dean's List after his first semester, which was as a college sophomore). Success stories like Devin's can be heard from many Bridge Academy alumni. We are collecting updated information on our graduates and look forward to sharing many of those stories in the future. In the short time that the Bridge Academy has been in operation, over 10,000 college credits have been earned by Bridge Academy students.



How are we helping students increase their chances of success by taking advantage of CTE and early college courses? Our philosophy is centered around what works best for students. With partnerships and the involvement of people experienced in the areas in which our program operates - high school, CTE, higher ed, Department of Labor, DOE, etc. – students have access to coordinated additional resources for support, including scholarships and tuition discounts. We have structured a process, among other support, to give students access<sup>3</sup> to college and career planning, while learning the skills necessary to be successful.

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<sup>3</sup> Bridge Academy Program Timeline: <https://drive.google.com/file/d/1A0OxAY9LeI0yhvvYPsmag4p-Eh6LpWwo/view?usp=sharing>



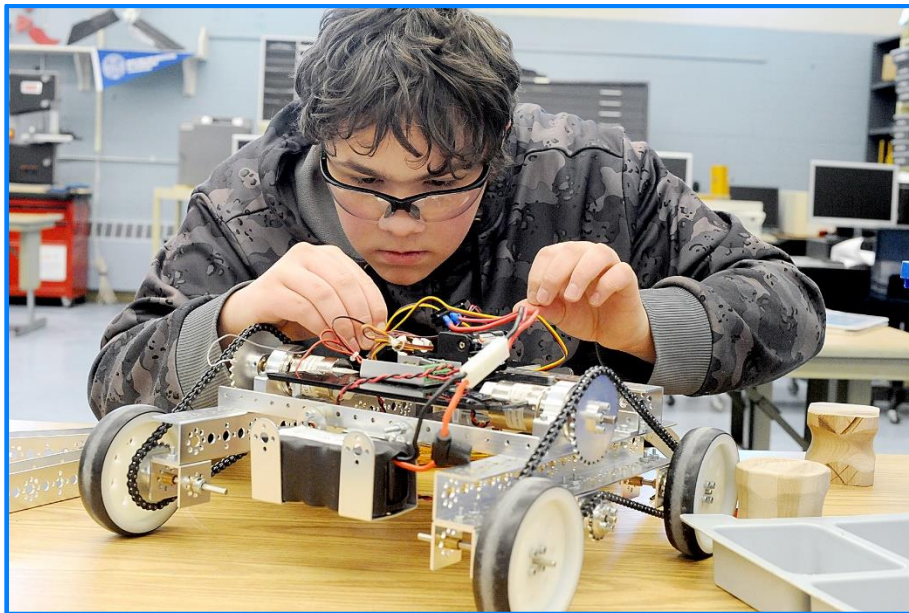


Beginning their junior year of high school, which is their first year in a CTE program, students attend the first of two Summer Academies, take the World of Work Inventory (WOWI) Assessment, and earn the Opportunity Ready Macro Badge through EMCC (worth 3 credits), in addition to their four or more early college courses. Information collected from the WOWI assessments is used to both advise students on their individual plans and prepare senior academy college tours and activities to best fit their collective common interests. These initiatives are offered at no charge to our students.

Bridge Academy Maine utilizes current research in its uniquely Maine approach to early college. The research quoted in this document is being used with permission from Dr. Elizabeth Barnett from the Teachers College of Columbia University. This research is titled “Ten Key Decisions in Creating Early Colleges Design Options Based on Research”, Elisabeth Barnett, Kristen Bucceri, Claudia Hindo, Jennifer Kim December 2013<sup>4</sup>

## What are early colleges?

Elizabeth Barnett et al define Early Colleges as “small schools, developed through partnerships between school districts and colleges, that provide students with an opportunity to graduate high school with a year or more of college credit earned – or even an associate degree. Often located on college campuses, they allow traditionally underserved students to experience themselves as “college material” from the very beginning.” Bridge Academy Maine as well as certain other Early Colleges adapt from Dr. Barnett et al, a set of core principles. Ours are as follows:



**Core Principle 1:** Early college schools are committed to serving students underrepresented in higher education.<sup>4</sup>

*Bridge Academy Maine targets (but is not limited to) underserved students who are attending Maine’s CTEs. Many of whom we recruit are low-income students, racial and ethnic minorities, first generation college goers and students who*

<sup>4</sup> [https://www.tc.columbia.edu/ncrest/publications--resources/BarnettElisabeth\\_BucceriKristen\\_etc\\_TenKeyDecisionsinCreatingEarlyColleges\\_2013.pdf](https://www.tc.columbia.edu/ncrest/publications--resources/BarnettElisabeth_BucceriKristen_etc_TenKeyDecisionsinCreatingEarlyColleges_2013.pdf)





often have not found success in our educational system. Our target audience is identified by those who know these students the best - the teachers and guidance counselors who may call them “diamonds in the rough”. Students who are not the typical AP, honors or in-the-top-twenty-percent-of-their-class can succeed and excel with encouragement and supports. We recruit students at risk of dropping out of high school, not matriculating to college or other post-secondary opportunities and not likely to complete a post-secondary opportunity. For many years Maine has graduated from high school a population of students who had no marketable skills from which to gain meaningful employment. The fact that we are CTE centric is no accident. The same population that is interested in CTE programming are often students who are at risk of dropping out of high school but succeed when given supports and see the relevance in education.

**Core Principle 2:** Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.<sup>4</sup>

The Bridge Academy Maine partnership is comprised of the best that education in Maine has to offer. College level courses are taught by vetted high school teachers in the classroom. Students take academic courses that are designed to lead to degree attainment. The same students concurrently attend their local CTE and earn credentials of value as well as articulated college credits in their CTE program. Our partner institutions of higher education provide content mastery, feedback, and collaborate with high school teachers on issues of grading, assignment structure, scope and sequencing of coursework and techniques that engage learners where they live. Our state government partners, the Department of Education and the Department of Labor, support the efforts of students and teachers.

The Department of Labor administers the Competitive Skills Scholarship Program that supports low income students and reduces the barriers to successful degree attainment. Our business community partners help students to network, provide job shadowing and internship opportunities, provide guidance and support for workforce readiness training. The Department of Education provides grants and guidance to CTE's in support of Early College and career opportunities.

Our board of directors is made up of faculty and administrators from the University of Maine and Community College, superintendents of schools, former commissioner of education, a trustee of the community college board, a former legislator while CTE directors hold the chair and vice chair positions. A member of the Maine State Chamber board represents the business community. This broad representation of the education field is vital to the success of the program and demonstrates that all stakeholders are represented.

**Core Principle 3<sup>4</sup>:** Early college schools, their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion

Bridge Academy Maine students average 24-30 academic college credits. And, depending on the CTE articulated credits specific to CTE programming, can earn 3-9 more. Bridge students typically take first semester college courses of English, Social Science, Science and Math in their junior year of high school. Juniors will also start the three-credit digital badge called “Opportunity Ready”), earning one credit in the junior year and two in the senior year. The Opportunity Ready digital badge is timed to coincide with where students are on their education journey. The digital credential is broken into three components of skill development: **Life Ready, College Ready, and Career Ready**. Life Ready components include: Personal Financial Literacy, Digital Literacy, Life Management Skills, Self-Advocacy, Self-Efficacy, Community Resource Awareness/Access, etc. College Ready components include: The FAFSA Process/Financial Aid, Test-Taking Strategies, Study Skills, College Application Process, Living on Campus vs. Commuting etc.





*Career Ready components include: Decision-Making and Career Selection, Career Essay, Email Etiquette; Phone Call Etiquette; Professional Communication vs. Social Communication, Employability Skills Survey, Employer Expectations, Job Search Process, Resume & Cover Letter Writing Basics, Interview Basics, Career Plan/Portfolio, etc.*

*In their senior year of high school students take college courses based on their desired pathways identified through the WOWi assessment. These typically are second semester college courses specific to their intended major and/or career field such as English or communications, chemistry or physics, algebra or statistics, and government or history. We choose these courses because these are the ones that first year college students take in almost all programs and are the most transferable. When we finish collecting the data from the WOWi assessments we will have a clearer picture of what will help students the most. At the end of this report is a summary of the WOWi data we have collected to date.*

*Bridge Academy Maine and its partners work collaboratively to develop and continually improve the program. To teach a college course, a high school teacher must be approved (or “vetted”) by the institution that will be granting the college credit. A highlight of the program is the collaboration between high school teachers and college faculty, which we discovered, rarely happens. A high school teacher in each discipline is paid a stipend to conduct monthly meetings for the teachers and the college faculty liaison to meet. These monthly meetings are teacher driven with the only requirement being the taking of minutes and conveyance of suggestions for improvement and programming. A specific partnering relationship is with Eastern Maine Community College which offers a digital badging program. Three of these badges are awarded for achieving skills in areas of work, life, and college readiness. These are part of a stackable credential process that will be prevalent in our students’ lifetimes. We are continually looking for partners to work with.*

**Core Principle 4<sup>4</sup>:** Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

*Studies show that transitions<sup>5</sup> are problematic for students. The most difficult transition is between secondary and higher education. In recognition of the difficulty students have in transitioning from high school to postsecondary education the Bridge Academy blends high school, college academics and CTE programming in a way that provides the safety net of the familiar surroundings of high school with rigorous college academics, CTE programming and targeted training in the skills needed for success at the postsecondary level. Beginning the program over the summer preceding their junior year of high school and first year in a CTE program, students have the opportunity to attend the first of two Summer Academies, take the World of Work Inventory (WOWI) Assessment, and earn the Opportunity Ready Macro Badge through EMCC (worth 3 credits), in addition to their early college courses.*

*Courses taught in the Bridge Academy Maine are stretch courses, taught over 35 weeks of the high school year, in contrast to the 15-week schedule on the college campus. This approach provides additional time for students to master the content, skills and rigor of college work. On- campus English courses, for example usually have 5 major pieces of writing in a 15-week offering. Students in the Bridge program are more likely to write 15-25 major pieces of writing for the same three credits. This format works well for math as well. One math teacher uses the first 17 weeks to make sure students have fundamental skills mastered and the second 17 weeks to cover the college curriculum. This approach reduces the need for remedial courses in college.*

*Information collected from the WOWI assessments is used to both advise students on their individual career and education plans and prepare senior academy college tours and activities to best fit their collective common interests.*

<sup>5</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3701161/>, <https://journals.sagepub.com/doi/full/10.1177/0272431617735653>





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*Students who receive the CSSP scholarship from the Department of Labor are assigned a caseworker that administers the WOWi and advises the student while in the Bridge Academy and into college. Anthony Feldspaucsh, a history teacher from Mt. Blue who works with the Bridge Academy stated “the biggest benefit of the program is that it helps lift students out of poverty”. A Bridge Academy student is routinely checked on by the following adults: high school guidance, CTE student services coordinator, classroom teacher, CTE instructor, CSSP caseworker (for CSSP recipients), Bridge Academy staff, and college advisors. Michelle Macdonald, an English teacher at Brewer High School commented that students in the Bridge Academy had many more people checking-in on them than most students she works with. Bridge Academy Maine takes great pride in recognizing that the system of supports that are applied in high school is what makes the transition for students to postsecondary smoother. These supports are offered at no charge to Bridge Academy students.*

*However, it is not just the students who benefit from the Bridge program. Realizing that parents play such an important role in the success of a student; and recognizing that parents of first- generation college goers are unfamiliar with the college process we launched our first Parent Academy. This event was created to give parents an opportunity to visit a college campus and meet with Bridge Academy staff, as well as representatives from college admissions, FAME, and financial aid departments to learn more about the process. Parents ate in the cafeteria, learned about the admissions process and attended a college event – a varsity hockey game. Parents got their questions answered, their fears allayed (a little bit) and a feel for what a day on campus might be like for their child. We witnessed the smiles on parent’s faces as they felt more confident in their ability to help advise their children. The focus on the parent is a critical component for student success.*



***“The Bridge Year Program not only saved me money, but I was able to get a minor in business, an additional three endorsements and enabled me to graduate a semester early from Maine Maritime Academy. Graduating early allowed me to get ahead of the game and land a great job on an oil rig in the Gulf of Mexico.”***

***~ Kaarie Burns***





*In addition to parents, teachers also benefit from their participation in the program. By promoting monthly meetings with our higher ed partners, our teachers have the opportunity to hear from their colleagues teaching courses in their content areas. These collaborative sessions among educators further develop their abilities to prepare students for their early college experience. College faculty come away with an appreciation for the pedagogy and work done at the high school level and the transfer of knowledge goes both ways. Nate Cutting, an English teacher at Ellsworth High School commented that the monthly meetings with other teachers and college faculty in the Bridge Academy made him a better teacher. The University of Maine at Augusta puts on an annual professional development conference to highlight best practices. High school teachers and college faculty sit in the same room to collaborate on how to make the program better.*

**Core Principle 5<sup>4</sup>:** Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

*Bridge Academy Maine is by definition an intermediary. Our goal is to work with our partners to provide services that bridge the gap that exists between high school, CTE, higher education and the workforce. Each of our partners has a core function, a constituency to serve, and stakeholders holding them accountable. At times, they appear to work at cross purposes due to the nature and structure of bureaucracies. For example, college faculty have jurisdiction over the qualifications of adjunct faculty, CTE programs must meet industry standards, and high schools must prepare students to meet graduation requirements. Sometimes these objectives are not aligned. Our goal is to develop strong partners who understand this dynamic and are willing to work through the differences. One such partner is the University of Maine at Augusta. In addition to granting baccalaureate degrees, UMA has the unique authority within the state university system to grant an associate's degree. UMA's mission pairs well with the Bridge Academy. Eastern Maine Community College is a strong partner working with us to deliver digital badges and academic courses. A great majority of Bridge Academy students enroll in both the Maine Community College System and University of Maine System upon graduating high school.*

*Weaving a comprehensive program through many obstacles requires an independent approach that lends itself to meeting the needs of our partners. Guidance and governance are provided by an active board of directors. Our board of directors represents all segments of the education landscape as well as the business community.*

*As the Bridge Academy moves forward structures are being put into place to continue:*

- *Facilitating the formation of postsecondary – secondary partnerships;*
- *Ensuring fidelity to school and program design principles;*
- *Providing a range of professional development services, including leadership training and instructional coaching;*
- *Coordinating and convening networks of teachers and faculty to share knowledge and resources;*
- *Collecting data and carrying out research;*
- *Marshaling external support and educating policymakers.*

**Funding** for the Bridge Academy comes from an allocation in the Target Costs line of GPA in the state biennial budget. Funding flows from the DOE to partner CTE's and they in turn contract with the Bridge Academy for services. Those contracted funds are used for the implementation of the program and include:





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- *Summer Academies*
- *Winter Academies*
- *Parent Academies*
- *College Faculty Liaisons*
- *High School Faculty Liaisons*
- *World of Work Inventory Assessments*
- *Digital Badging*
- *Tuition and Textbook Assistance*
- *Data Collection and research*
- *Marketing*
- *Partner coordination*
- *Student outreach, meetings and sessions*
- *Financial assistance to students in unusual situations*
- *Administration*

When family and students enroll in the Bridge Academy, they do so with the understanding that college courses are paid for in a combination of ways:

- *Aspirations funding if available/eligible*
- *Competitive Skills Scholarship Program (income verified)*
- *Bridge Academy scholarships (income verified)*
- *Family resources (Contracted 40.00 per credit hour with UMA and EMCC)*

Bridge Academy Maine is a unique early college offering, aimed directly at meeting Maine's workforce needs. Program supports provide students with a smooth transition from high school to CTE, to postsecondary and into the workforce. The comprehensive approach is designed to take advantage of the strengths of CTE, rigorous academics delivered by high school faculty advised by college faculty who are content experts. There are still many hurdles to overcome.

With the support and collaboration of all our partners we will continue to develop a best-in-class early college program.

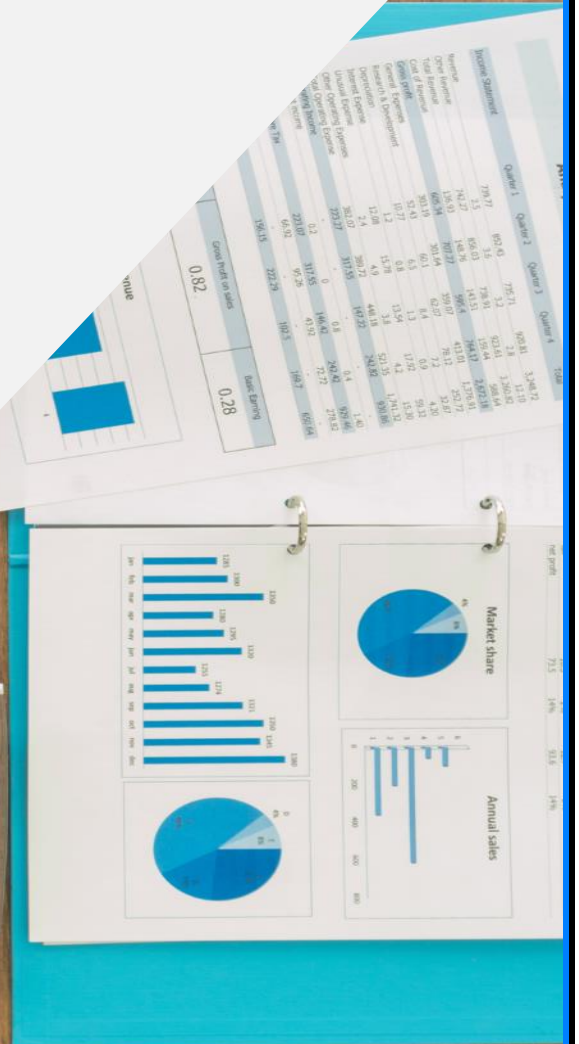
For more information email [brian@bridgeacademymaine.org](mailto:brian@bridgeacademymaine.org) or call 207 466 4370





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# APPENDIX





## Rising Junior Academy 2020 Schedule – Summer Academies

### Day 1

Time	Activity	Location
8:00 – 8:30am	Check-In/Registration	EMCC Residence Hall
8:30 – 9:15am	Welcome Breakfast	EMCC Café (room setup preferred)
9:15 – 9:30am	Travel to University of Maine	
9:30 – 12:00pm	“Chopped” Style Group Competition & Facility Tour	UMaine Food Science Lab
12:00 – 12:30pm	Lunch	UMaine Wells Common
12:30 – 1:00pm	Innovative Engineering & Creativity Activity	UMaine IMRC Building?
1:00 – 1:30pm	<b>Group A:</b> 3-D Design & Keychain Activity (w/ John Carney)	UMaine IMRC Building?
	<b>Group B:</b> Innovative Engineering Follow-Up Activity/Tour	
1:30 – 2:00pm	<b>Group A:</b> Innovative Engineering Follow-Up Activity/Tour	UMaine IMRC Building?
	<b>Group B:</b> 3-D Design & Keychain Activity (w/ John Carney)	
2:00 – 2:30pm	Travel to Old Town Canoe	
2:15 – 4:00pm	<b>Employer Tour #1:</b> Old Town Canoe	Old Town Canoe (Old Town, ME)
4:00 – 4:15pm	Travel to University of Maine	
4:15 – 5:30pm	Swimming, Fitness Center, Basketball, ‘Free-Time’	UMaine Recreation Center
5:30 – 6:30pm	Dinner	UMaine Wells Common
6:30 – 6:45pm	Travel to Bangor Escape Room	
6:45 – 8:00pm	Escape Room	Bangor Escape Room (Bangor, ME)
8:00 – 8:15pm	Travel to EMCC	
8:15 – 8:30pm	Residence Hall & Overnight Rules	EMCC Residence Hall
8:30 – 11:00pm	Free Time (Ping Pong, Foosball, Movies, etc.)	EMCC Residence Hall
11:00pm	Lights Out	EMCC Residence Hall

### Day 2

Time	Activity	Location
8:00 – 8:45am	Breakfast	EMCC Café
8:45 – 9:00am	Travel to Challenger Facility	
9:00 – 11:30am	Challenger Activity	Bangor, ME
11:30 – 11:45am	Travel to UMA-Bangor Campus	
11:45 – 12:15pm	<b>Group A:</b> UMA Vet Tech Program Activity	UMA-Bangor Campus
	<b>Group B:</b> Lunch & ID Cards	
12:15 – 12:45pm	<b>Group A:</b> Lunch & ID Cards	UMA-Bangor Campus
	<b>Group B:</b> UMA Vet Tech Program Activity	
12:45 – 1:00	Travel to C&L Aviation	
1:00 – 2:00pm	<b>Employer Tour #2:</b> C&L Aviation	C&L Aviation (Bangor, ME)
2:00 – 2:15pm	Travel to Northern Light	Northern Light (Bangor, ME)
2:15 – 3:45pm	<b>Employer Tour #3:</b> Northern Light	Old Town Canoe (Old Town,
3:45 – 4:00pm	Travel to Bangor Savings	
4:00 – 5:00pm	<b>Employer Tour #4:</b> Bangor Savings	Bangor Savings (Bangor, ME)
5:00 – 5:15pm	Travel to Nicky’s Diner	





## Opportunity Ready Digital Badge

\*Each “bucket” will equate to a 15-hour experience for the purposes of credit crosswalk and Prior Learning Assessment (PLA) flow – participants could choose to go through a PLA process for 1 credit, 2 credits, or 3 credits (EMCC).

College-Ready	Career-Ready	Life-Ready
<ul style="list-style-type: none"><li>• High School vs. College Culture</li><li>• Writing for College – 5 paragraph essay</li><li>• The FAFSA Process/Financial Aid</li><li>• Accuplacer Prep</li><li>• Test-Taking Strategies</li><li>• Study Skills</li><li>• EMCC Scavenger Hunt</li><li>• The Late Paper</li><li>• College Application Process</li><li>• Living on Campus vs. Commuting</li><li>• Campus Services</li><li>• EMCC Library: Info Lit Badge Level 1 (?)</li><li>• Research vs. Web Search</li><li>• Educational Plan/Portfolio</li></ul>	<ul style="list-style-type: none"><li>• The Holland Code (career interests)</li><li>• O*Net Research – Career Goal</li><li>• Decision-Making and Career Selection</li><li>• Career Essay</li><li>• Communication: Email Etiquette; Phone Call Etiquette; Professional Communication vs. Social Communication</li><li>• Employability Skills Survey</li><li>• Employer Expectations</li><li>• Job Search Process</li><li>• Resume &amp; Cover Letter Writing Basics</li><li>• Interview Basics</li><li>• Career Plan/Portfolio</li></ul>	<ul style="list-style-type: none"><li>• Personal Financial Literacy</li><li>• Digital Literacy</li><li>• Victim vs. Creator Mindsets</li><li>• Self-Assessment Activity</li><li>• Learning Style Assessment</li><li>• Inner Critic Self-Talk Exercise</li><li>• Social Success – based in part on Customer Service Basics (i.e. eye contact, tone of voice, body language, etc.)</li><li>• Emotional Intelligence</li><li>• Mindfulness and Self-Care</li><li>• Self-Awareness</li><li>• What are my strengths?</li><li>• Critical Thinking and Decision-Making</li><li>• Principles of Consent</li><li>• Life Management Skills</li><li>• Self-Advocacy</li><li>• Self-Efficacy</li><li>• Community Resource Awareness/Access</li><li>• Next Steps Action Plan</li></ul>





## Bridge Academy Maine Student Enrollments 2013-2019

School Year	# CTE's Students	High Schools	Total Students	Graduates	Credits Earned
2013 - 2014	1	2	26	14	350
2014 - 2015	6		209	15	450
2015 - 2016 - first year of CSSP	8	14	224	92	2208
2016 - 2017	10	17	224	91	2275
2017 - 2018	9	15	225	150	2700
2018 - 2019	8	15	156	73	1482
			1064	435	9465
Average Academic Credits per student upon graduation 22*					

\*Credits per student number does not include the number of credits earned within the CTE program. In a great many cases students earn up to 9-12 additional credits. In some cases, students joined as seniors only earning 12 -15 credits. Post-graduation data has been difficult to obtain but increased efforts are now underway to secure this data.





## CSSP Bridge Summary - as of 8/16/2019

### New Enrollment

#### Pending Enrollment - As of 8/16/2019

23 Potentially Eligible for 2019-2020 Academic Year

Possible additional students if identified at beginning of the School year

### Current Bridge Data

Total Bridge CSSP Students - 141 since 2015

**Current HS Bridge Students** - 22 seniors

### Current - CSSP-Bridge College Data

#### 66 Currently in College

20 - Freshmen, 19 - Sophomores, 16 - Juniors, 11 - Seniors

#### 5 Graduates

1 - Medical Office Technology/Med Assistant: **Employed at EMMC Hampden Family Med**

3 - Auto Technology/Technician/Mechanics: **Employed at BIW/ Quirk Auto/Carrol's Auto Sales**

1 - Criminal Justice - **Employed in Automobile Sales at Berlin City**

#### Current College and Recent Graduates - Location of Studies (71)

1	Bates College	2	St. Joe's
1	Beal College	9	UMA
3	CMCC	2	UMF
3	EMCC	6	UMFK
7	Husson	15	UMO
1	KVCC	3	UMPI
2	Maine Maritime	2	Unity
6	NMCC	2	USM
2	SMCC		

#### Current College Students pursuing following HWID Occupations

5	Automotive Technician/Technology	5	Engineer
6	Biological Tech	1	Finance Manager
2	Business Administration	2	Food Service Manager
4	Child and Family Social Worker	1	General & Operations Mgr
3	Computer	1	Justice Studies
4	Counseling/Social Worker	1	Medical & Health Service Mgr
2	Criminal Justice/ Law Enforcement	1	Medical Assistant
1	Dental Assistant	2	Medical Information
1	Dental Hygiene	1	Public Relations/Fundraising Mgr
1	Electrician	21	Registered Nurse
3	Elementary Education	3	Vet Tech





## World of Work Inventory (WOWI) Assessment Report 2020

### WOWI Career Interest Categories (Ranked)

1	Managerial**
2	Sales**
3	The Sciences**
4	Public Service*
5	The Arts**
6	Media Design**
7	Business Relations**
8	Office & Admin Support*
9	Engineering & Related**
10	Service**
11	Structural Work**
12	Mechanical/Electrical Work**
13	Machine Work**
14	Primary Outdoor**
15	Bench Work**
16	Processing**
17	Extraction Work**

### Self-Selected Occupational Areas (Ranked)

1	Mathematics, Science, Space, Technology
2	Engineering, Electronics, Drafting, Surveying
3	Medicine, Law, Education, Religion, Library, Counseling
4	Art, Creative Work, Entertainment, Drama, Sports
5	Business, Accounting, Bookkeeping
6	Mechanical, Machines, Vehicles, Electricity, Assembly
7	Building Trades, Construction, Carpentry, Masonry
8	Personal Services, Cosmetology, Barbering, Food Services
9	Buying, Selling, Advertising, Public Relations
10	Printing, Technical Photography
11	Farming, Fishing, Forestry, Mining
12	Clerical, General Office, Business Machines Operating

*\*Out of 54 Assessments Completed by 1.31.2020*

*\*\*ONet Related Job Families (codes):*

*Public Service: 21, 25, 29, 23, 33*

*The Sciences: 15, 19*

*Engineering & Related: 17, 15*

*Business Relations: 13*

*Managerial: 11*

*The Arts: 27*

*Media Design: 27*

*Office & Admin. Support: 43 Sales: 41*

*Service: 31, 35, 39, 37*

*Primary Outdoor: 45*

*Processing: 51*

*Machine Work: 49*

*Bench Work: 51*

*Structural Work: 47*

*Mechanical/Electrical Work: 49*

*Extraction Work: 47*

