

# Bridge and ICAPS Virtual Learning Community



## Bridge and ICAPS Learning Community Purpose

- Fulfill the mission of the **Transitions Academy**
- Increase knowledge of documentation and compliance
- Share information, ask questions, and learn from one another
- Explore partnerships
- Provide a safe place to share challenges and provide support

\*If you need a PD certificate for this hour, please email us at [sipdctrainer@gmail.com](mailto:sipdctrainer@gmail.com).

# Hospitality Pipeline



Thank you to:

Rich Dominguez from Literacy Chicago

Sarah Huang and team from Pui Tak

Heather Davis from World Relief - Hospitality Curriculum

# Literacy Chicago

## **Building a Hospitality Workforce Pipeline**

- Building a Hospitality Workforce Pipeline: Lessons Learned Through Bridge, ICAPS, and Apprenticeship Partnerships
- Creating responsive pathways that connect adult learners to industry training and employment opportunities.

# Literacy Chicago

## Who We Are

**Literacy Chicago provides adult education, IELCE, workforce training, Bridge, and ICAPS programming.**

- Programs are delivered in trusted community locations.
- Goal: connect adult learners to meaningful career pathways.
- Hospitality became a natural fit due to employer demand and advancement opportunities.

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**Training Partner: Unite Here Chicago Hospitality Institute (UHCHI)**

Employer examples:

- Four Seasons Chicago
- The Drake Hotel
- Hilton Chicago
- Hyatt Regency Chicago
- Additional restaurants and hospitality employers through union partnerships

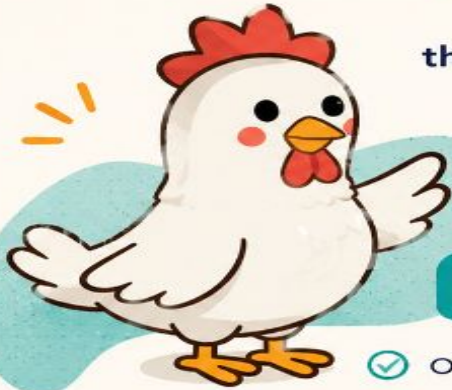
Morning: hands-on culinary training

Afternoon: contextualized instruction, math, communication and employability skills

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## What Came First... ICAPS or Bridge?

Just like the chicken or the egg,  
the answer depends on what you're building.



### ICAPS

- ✓ Our ICAPS came first.
- ✓ Students entered intensive hospitality training.
- ✓ We learned what challenges got in the way.

OR

### BRIDGE

- ✓ Bridge came next.
- ✓ Built from what students told us they needed.
- ✓ Prepares learners for success in ICAPS and beyond.



♥ Different start. Same goal. Stronger paths. **Better** outcomes. ♥

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## **Bridge Curriculum Customization**

Illinois Bridge curriculum served as a guide.

Hospitality required customization:

- Kitchen measurements
- Fractions and conversions
- Culinary math
- Hospitality vocabulary
- Workplace communication
- Role play activities
- Confidence building

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## Lessons Learned

No cohort looks exactly the same.

Program improvements:

- Updated intake process
- Stronger readiness conversations
- Mid-program evaluations
- Post-program evaluations
- Employer feedback
- Student feedback
- Instructor observations

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## Relationship Building

Hospitality pipelines depend on strong relationships.

Students + Employers + Training partners + Instructors + Support staff

Questions:

- What skills are employers seeing?
- Where are students struggling?
- What can we improve?

Programs improve when feedback becomes part of the process.

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## Student Outcomes and Program Expansion

- Approximately 23 cohorts
- 260+ participants served
- Bridge to ICAPS transitions
- Apprenticeship opportunities
- Industry credentials: ServSafe, AHLEI Certified Kitchen Cook, DOL Journey Worker

### Exploring:

- Mixology pathways
- Additional hospitality roles
- Expanded employer partnerships

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## **Advice**

- Listen to employers
- Listen to students
- Stay flexible
- Evaluate continuously
- Build relationships

# Pui Tak Center's Bridge & ICAPS Programs



**Serving  
Chicago's  
Chinatown  
Since 1994**

## Bridge Class:

- POIEMA Career Pathways Bridge (Vocational & Life Skills class for individuals with disabilities)

Currently a stand alone class with no ICAPS component.

# Poiema Career Pathways Bridge

**This class focuses on developing life skills and basic workforce skills**

**It uses a very specialized curriculum designed with our students' needs in mind.**

**Students make baked goods, greeting cards, t-shirts, as well as help the center with light janitorial work and take care of our rooftop vegetable garden.**

**Some have even found part-time paid employment at the local tofu packing factory.**



## Bridge Class:

- Healthcare Bridge  
(Our longest standing Bridge class!)
- > For intermediate and advanced students with work experience in the healthcare industry, or hoping to start a career in healthcare

Currently a stand alone class with no ICAPS component. Students interested in further credentialing are referred to City College programs or other external Healthcare ICAPS programs.

# Healthcare Bridge



**Uses ICCB’s “Healthcare Contextualized Bridge Curriculum” as well as teacher-developed materials based on student need. Topics include:**

**The Healthcare System, Medical Ethics, Preventative Health, Nutrition, Mobility, Cardiovascular Health, Infection, Medicine, Mental Health, and Next Steps and Exploration**

## Bridge Class:

- Nail Tech Bridge Class

This is our only course with a fully developed “Bridge to ICAPS” pathway.

Around 20% of our student population works in the beauty industry.

We currently use “Innovative Bridge & Transitions (IBT)” grant funding for this course.

Our first class opened Sept. 2025

# Nail Tech Bridge

Curriculum inspired and developed from our “Beauty & Nails” course we previously offered as part of our volunteer tutoring program. Much of the teaching material is teacher-created, but our most recent teacher found a textbook she really likes.



## ICAPS II Class:

- Nail Technician  
Licensure Exam  
Preparation Course

For intermediate and advanced-level students who would like to obtain their Illinois Nail Technician License

20% of our student population work in the beauty industry, but few have their license because passing the exam requires a high level of English.

# Nail Tech ICAPS

**We partner with a local beauty school in Chinatown– Elle International Beauty Academy**

**The state requires 350 hours of pre-licensing training. Our MOU with Elle allows our ICAPS to count for 50 of those hours. (1 Pui Tak term = 56 hours)**



## ICAPS II Class:

- Food Service Management Certification

For intermediate and advanced-level students who have experience in the food service industry and desire to grow their career into management

~15% of students work in the food service industry

# Food Service Management Certification ICAPS

**We have in-house vocational trainers—teachers who have owned and operated their own restaurant business.**

**“Master Certified Foodservice Professional” from the International Food Service Executives Association—Exam is offered in Chinese!**

**We are exploring revamping curriculum using ServSafe**



**MASTER CERTIFIED FOOD  
EXECUTIVE**



# Bridge/ICAPS Challenges

- **No Bridge class for Foodservice ICAPS; No ICAPS for Healthcare Bridge (Yet!)**
- **Students must have a good foundation in English to enroll**
- **In-person vocational requirement is a barrier to students who learn remotely**
- **State nail tech licensing exam is not offered in Chinese**
- **Cost barrier: Nail tech vocational training requires 350 hours at a state-recognized beauty school, ~\$2400 tuition requirement. We currently reimburse a portion of this through our IBT funding, but this is not sustainable.**
- **Time barrier: Nail Tech requires PT or FT training, and not all students are able to take that time off from work to commit to the training time.**

# Looking to the Future...

- **Develop “Restaurant English” Bridge class**
- **Expand Nail Technician vocational training to include Cosmetology (that state licensing exam IS available in Chinese, and has broader industry application: Hair, Nails, Esthetician, etc.)**
- **Find sustainable funding source to reimburse students for external vocational training costs**

# Pui Tak Center's Bridge & ICAPS Programs



**Serving  
Chicago's  
Chinatown  
Since 1994**

# Hospitality Bridge Curriculum

Heather Davis

# Statewide Contextualized Bridge Curricula

**Each bridge curriculum includes modules for:**

- Contextualized Language Arts & Writing
- Contextualized Social Studies
- Contextualized Science
- Contextualized Math
- Career Awareness

**Each curriculum module is organized into a series of outcomes that include the following sections:**

- ABE/ASE Content Standards
- ELP Standards
- Illinois Civic Competencies
- Activities/Resources Assessment
- ELL Supports / Instructor Notes

# ICCB Statewide Contextualized Curricula

Education Contextualized Bridge Curriculum	+
Career Pathways Contextualized Bridge Curriculum	+
Entrepreneurial Contextualized Bridge Curriculum	+
Healthcare Contextualized Bridge Curriculum	+
Integrated English Literacy and Civics Education (IELCE) Tool Kit	+
IT Bridge Contextualized Curriculum	+
Manufacturing Contextualized Bridge Curriculum	+
Transportation, Distribution, and Logistics (TDL) Contextualized Bridge Curriculum	+

# Sneak peak of the upcoming Hospitality bridge curriculum



# Statewide Hospitality Bridge Curriculum

## Contextualized Social Studies Module

- Watch the YouTube video [Chef José Andrés' Nonprofit Food Relief Organization World Central Kitchen](#) (approx. 2 min)
  - Pair students to complete the World Central Kitchen Video Worksheet (located in the *Hospitality Social Studies Resources* document)
  - Whole class compares and discusses answers
  - Class decides if WCK demonstrates philanthropy and provides evidence for their conclusion
- Students read the “Chef Jose Andres and World Central Kitchen” text (located in *Hospitality Social Studies Resources* document)
  - Students underline unfamiliar words
  - Pair students or put them in small groups depending on the size of the class.
  - Assign each pair or group a few questions (at least 2-3 per pair/group) from the “Chef Jose Andres and World Central Kitchen” worksheet (located in the *Hospitality Social Studies Resources* document - answer key provided.
  - Students work to answer all questions and to define unfamiliar vocabulary
  - Student groups present their assigned questions and answers to the class
    - Students also present unfamiliar vocabulary and definitions to class
    - Other students should be encouraged to ask questions
- Class revisits the definition of “Philanthropy”
  - Based on the reading, do they agree or disagree that Chef Jose Andres and World Central Kitchen demonstrate effective philanthropy?
  - Students should refer to the article to support their answers.

**Activity #2** - Students locate food pantries and meal sites in their communities

- Ask students to define food pantries and meal sites and write those definitions on the board. Ask students if they needed free groceries or a free hot meal, do they know where they could find those resources in their communities?
- Using the [Find Food Illinois | Food | Illinois Extension | UIUC](#) website, students will locate at least two food pantries or meals sites in their communities.
- Students will complete the “Community Food Banks and Meals” worksheet.

Contextualized  
Activities - Social  
Studies Module

World Central Kitchen  
video & text

Outcome #2

## Jose Andres and World Central Kitchen (WCK) Video Worksheet

Who started WCK?	
What is WCK's Mission?	
Two countries served by WCK:	
Two U.S. states served by WCK:	
What year did WCK begin?	
WCK began in response to what disaster?	
In addition to providing meals and water, how else does WCK serve communities?	
According to Chef Andres, what is a plate of food served by WCK?	
Does WCK demonstrate philanthropy? Yes. How?	

Worksheet to accompany the video

## **Chef Jose Andres and World Central Kitchen**

### **(questions to accompany the text)**

Answer the following questions using complete sentences.

1. What is Chef Jose Andres known for besides cooking in famous restaurants?
2. Why did Chef Jose Andres decide to start World Central Kitchen?
3. How does World Central Kitchen help people when disasters happen?
4. What does World Central Kitchen do to support local communities during disasters?
5. Why is it important that World Central Kitchen sets up kitchens quickly after a disaster?
6. What does Chef Jose Andres believe everyone deserves to have?

Comprehension questions to accompany the article, including an answer key



# Contextualized Activities - Science Module

## Germ Spread & Prevention

- **Droplets/Airborne Transmission**

- Place a large piece of paper flat on a table or the floor
- Fill the spray bottle with water
- One student is “the Sneezer.” The “Sneezer” holds the bottle at mouth level and sprays once or twice to simulate a sneeze
- Measure how far the droplets traveled on the paper
- “Sneezer” moves back a few steps and repeats the sneeze. Class measures
- Continue until water no longer falls on paper. How far is it before the “Sneezer” is out of range?

### **Prevention**

Class reviews video notes and discusses ways to prevent transmission

- **Experiment**

- “The Sneezer” sprays again, but this time blocks the nozzle with their elbow.
- Class observes where droplets fall. Does this method block droplets? What conclusions can be drawn about prevention of spread via sneezing?

### **Writing**

Students write a 4-5 sentence paragraph about each experiment. The paragraph should include:

- Description of the experiment
- Their role in the experiment (participant or observer)
- What they observed or did
- Their opinion of the prevention method. Do they think it works?

## ELL Resources / Instructor Notes

Dictionaries will be needed for Activity 1.]

Materials needed for Activity 2: Baby oil, glitter and every day personal objects (pen, pencil, notebook, cell phone, etc.) or objects touched by many people (doorknob), spray bottle filled with water, large sheets of white paper, measuring tape

Instructor may need to review the detailed steps of the experiments or provide sentence starters to prepare students to write their paragraphs describing the experiments.

Classes meeting online: Have students observe these video experiments and take notes from them:

- Direct/Indirect Contact. [Real Science! Glitter Germs](#) (4 min. 30 sec.)
- Droplets/Airborne. [What Is the Best Way to Sneeze?](#) (2 min. 05 sec.)



Questions?