



BRIDGE PROGRAM BLUEPRINT FOR NEBRASKA:

A Bridge Program Planning Workbook
for Nonprofits, Adult Education Providers,
and Community Colleges



Nebraska Applied Center
for Law in the Public Interest

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INTRODUCTION

Bridge Programs are an innovative approach to providing educational and employment opportunities to lower skilled adults. By providing accelerated courses and supportive services, Bridge Programs put adults on the fast track to family supporting jobs. This workbook is

intended to help nonprofits, adult education providers, and community colleges to plan Bridge Programs that are specific to region, population served, and career opportunities available. It includes tools and activities to help stakeholders plan successful initiatives.

What is a Bridge Program?

Bridge Programs are an effective strategy for building opportunities for working adults while filling workforce needs. Bridge Programs help

lower skilled adults make the essential educational strides to become successful in postsecondary education, and support their transition into a community college setting.

Bridge Programs work like this:

Bridge Programs 101

TRADITIONAL ADULT EDUCATION MODEL



Non-Traditional Student



Educational Needs GED Preparation, English as a Second Language, or Remedial Education



Multiple NON Credit Courses, Time and Family Challenges



Slower Progress

BRIDGE PROGRAM ADULT EDUCATION MODEL



Non-Traditional Student



Educational Needs GED Preparation, English as a Second Language, or Remedial Education



Co-Taught Courses, Basic Math + Intro to Nursing AND Supports (like Job Coaching)



Faster Progress to a Credential AND an In-Demand Job

KEY BRIDGE PROGRAM INNOVATIONS



Non-Credit (Adult Education) AND For Credit (Community College) Courses Together



Supportive Services (Like Career Coaching and Transportation) for Non-Traditional Students



Skills-Based Instruction in In-Demand Industries, with Connections to Employers and Marketable Credentials

BRIDGE PROGRAMS are defined as educational programs designed to prepare individuals without the requisite basic skills for postsecondary training leading to career path employ-

ment and further learning in a specific industry or occupational sector. Targeted students include low-income adults in need of increased education and skills. Partners include adult

What is a Bridge Program? *(continued)*

education providers, non-profit organizations, and community colleges. Key features of Bridge Programs include:

- > Curriculum defined in terms of competencies needed to succeed in postsecondary education leading to a career.
- > Focus on the basics of communication, problem-solving, applied mathematics, technology application, and technical fundamentals.
- > Instruction emphasizing learning-by-doing.
- > Wrap-around support services, including assessment, counseling, case management, child care, financial aid, job and college placement, and follow-up.
- > Active cooperation between between adult education and credit-based programs within community colleges and between colleges.
- > Support for transitions along educational pathways and to employment.

What are some examples of Bridge Programs?

Customer Connect, Omaha Nebraska

Customer Connect serves unemployed and underemployed individuals who seek a career in the customer service field. Participants learn the specific skills they need to excel in these jobs including hands on experience with technology, basic knowledge of the insurance and banking industries, and the ability to serve challenging customers. Customer Connect will serve 200 participants over three years. The participants receive classroom-based occupational skills training for 22 weeks at Metropolitan Community College as well as instruction from Goodwill Case Managers. Upon program completion, the students will be able to earn 25.5 college credits and the Customer Service Representative Diploma, which is recognized by employers. This program also aids students in

taking the next step on an educational pathway to additional courses in related fields.

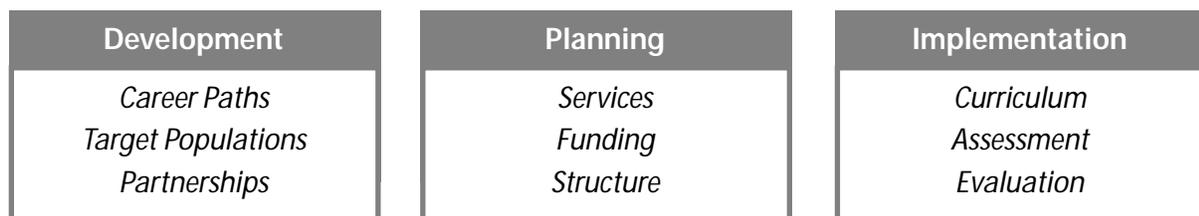
Chippewa Valley Welding Career Opportunities, Chippewa Valley Wisconsin

This is a 16 week, 9-credit certificate program in production MIG welding, the most common type of welding used in manufacturing and production processes. Adult basic education is integrated half of the time. Students learn in cohorts, and before and after course testing results indicate that most students markedly improve their reading and math comprehension levels. Regional employers provided input to guide course content and core competencies to be covered by the curriculum. The credits apply toward a one-year welding diploma at Chippewa Valley Technical College.

How do I begin developing a Bridge Program?

This workbook provides Nebraska specific resources to take you through three steps in Bridge Program development. The goal of this

workbook is to provide you with an initial “blueprint” for a Bridge Program in your community.





STEP 1: DEVELOPMENT:

Career Paths, Target Populations and Partnerships

The first step in Bridge Program development is to make key decisions about career paths, target populations, and partnerships.

Career Paths

Bridge Programs nationwide focus on a variety of career paths. However, three principles generally apply in choosing a focus area. First, the program should be part of an educational pathway that leads to a credit-based post-secondary certificate, diploma, or degree that is industry recognized. Second, the program should lead to a credential in a high-demand industry. And third, the target job should have sufficient wages to allow for family economic stability.

In Nebraska, the Department of Economic Development has also identified growth industries by region. These industries should also be considered in choosing career paths.

The following tools will help you to make decisions about career targets:

1A. NEBRASKA OPTIONS

1B. BRIDGE PROGRAM MODEL EXAMPLE AND WORKSHEET

1A. (NEBRASKA OPTIONS SPREADSHEET –Appendix A)

This chart provides information about high-demand, high-wage jobs in Nebraska by geographic area.

Options for Bridge Programs in my area:

Career Paths *(continued)*

1B. BRIDGE PROGRAM MODEL EXAMPLE AND WORKSHEET

BRIDGE PROGRAM MODEL EXAMPLE	
Target Population	<ul style="list-style-type: none"> - High-intermediate English as a Second Language (ESL) level (for non-native speakers) - With or without a High School Diploma or General Education Development (GED) - Desire to pursue post-secondary technical training or education - Some work history
Job Objective	Full time job paying \$10-\$12 per hour in medical billing
Education Objective	College-level certificate
Career Path	Business
Duration	16 weeks, 32 hours per week
Features	<ul style="list-style-type: none"> - Outcome competencies set by employers and college occupational degree program faculty - Basic reading, writing, speaking, math, and computer applications taught in the context of exploring health care careers and post-secondary training - Learning success skills for school and on the job, including note taking, study habits, time management, financial literacy, and test-taking - Training in industry-specific vocabulary and technical fundamentals taught using workplace problems and material from introductory college level courses - College credits for competencies developed and documented - Career coaching - Supportive services including transportation and child care - Job shadowing and placement assistance.
Program Example	Essential Skills Program, Community College of Denver

This worksheet outlines the key aspects to be considered in a bridge program leading to a high-demand job along a career pathway.

BRIDGE PROGRAM WORKSHEET	
Target Population	- What language, education, and work place experience or skills will you target?
Job Objective	- What wage level and industry will you target?

Career Paths (continued)

BRIDGE PROGRAM WORKSHEET (continued)	
Education Objective	- What level of post-secondary credential will be your goal?
Career Path	- What long term career pathway could a participating student pursue?
Duration	- How many weeks and hours will students participate?
Features	- What competencies should be developed by students and which supportive services are needed?
Program Example	- What existing program can you look to as a model?

* Our thanks to Women Employed for this and other models included in this booklet. Taken from: Henle, T., Jenkins, D. & Smith, W. (2005). Bridges to careers for low-skilled adults: A program development guide. Chicago: Women Employed Institute.

Target Populations

In addition to choosing an appropriate career path, it is important to choose a target population that reflects the demographic, geographic, social, and other characteristics and needs of your area. It is also important to consider the “match” between the target career path and the target population.

The following tools will help you make decisions about target populations:

1C. NEBRASKA DATA PROFILE

Make notes about your target population here:

1D. IDENTIFICATION WORKSHEET

1C. (NEBRASKA DATA PROFILE – Appendix B)

This chart provides statistical information about the population in the counties where community colleges are located statewide to help you determine the type and scope of your target population. Use it as a reference for making choices about your target population.

Target Populations (continued)

1D. IDENTIFICATION WORKSHEET

This worksheet guides you through questions to help you determine a target population.

QUESTIONS TO CONSIDER IN IDENTIFYING A TARGET POPULATION
1. What are the basic literacy (reading, writing, math) levels of the target population?
2. Does the target population include non-native speakers of English? What is the range of ESL fluency in the population? Is the target population literate in its native language?
3. Do the targeted individuals have basic computer skills (word processing, internet)?
4. What are the near and long term occupational and other goals of the target population? Have they had a chance to explore careers and receive career counseling or develop a career path?
5. What are the near and long term educational goals of the target population?
6. What types of occupations have they worked in? What is the nature of their work experience (short or long-term, full or part-time, etc.)?
7. What barriers do they face in program participation (e.g. child care, transportation) and what support service needs to they have?
Tips <ul style="list-style-type: none">- If there is wide variation in the basic skill levels of the target population, consider offering both higher and lower level bridge programs.- If the target population has similar employment or career goals consider a field-specific bridge program.- If the target population wants to enter college-level occupational training but has varied career goals, consider a high level bridge program with multiple career tracks.

* Adapted from *Women Employed*.

Partnerships

Good partnerships based on respect, shared investments, and clear agreements are essential to Bridge Program effectiveness. Bridge Programs are collaborations that bring together expertise and resources to build opportunities that work for people. Choosing the right partners is key to Bridge Program success.

The following tools will help you identify and choose partners.

1E. LIST OF NEBRASKA ORGANIZATIONS

1F. PARTNERSHIPS WORKSHEET

1E. LIST OF NEBRASKA ORGANIZATIONS

This list is intended to help you brainstorm appropriate partners and stakeholders for your Nebraska Bridge Program.

EDUCATION	HUMAN SERVICES	GOVERNMENT AGENCIES
<ul style="list-style-type: none"> - Adult education providers - Community colleges - Education Quest - School districts - Students and parents - TRIO programs - Nebraska P-16 Initiative - Tribal colleges - Four-year colleges and universities 	<ul style="list-style-type: none"> - Goodwill Industries - Center for People in Need - Community Action Agencies - Latino Center of the Midlands - ResCare - Lutheran Family Services - Catholic Charities - Urban League - Empower Omaha 	<ul style="list-style-type: none"> - Department of Labor - One-Stop career centers - Community College Association - Department of Health and Human Services - Vocational Rehabilitation - Perkins IV Program - State senators - School boards - City council members - Coordinating Commission for Post Secondary Education

WORKFORCE DEVELOPMENT	FUNDERS	INDIVIDUALS
<ul style="list-style-type: none"> - Workforce Investment Boards - Heartland Workforce Solutions - Chamber of Commerce - Small Business Association of the Midlands - Nebraska Health Care Association - Nebraska Hospital Association - AIM Institute - Manpower Inc. - Visiting Nurse Association - Unions 	<ul style="list-style-type: none"> - United Way - Community foundations - Community college foundations - Employers - Lumina Foundation - Department of Labor - federal and state - Department of Education - federal and state - Department of Health and Human Services - federal and state 	<ul style="list-style-type: none"> - Mayors - Deans - Board members - Business owners - Professors - Occupational-Technical Program Advisory Committee members

Partnerships (continued)

1F. PARTNERSHIPS WORKSHEET

This worksheet outlines partners and roles they

may plan in Bridge Program development and implementation.

ORGANIZATION	POTENTIAL ROLES
Adult education programs (community colleges, community-based organizations, public school system)	Techniques for teaching lower-skill adults; Basic literacy, math, and computer skills training; English as a Second Language (ESL); Assessment tools
Community-Based Organizations	Marketing and recruitment; Case management; Support services and support services navigation; Work readiness and job placement; Vocational and occupational skills, ESL and vocational ESL, Adult education (reading, writing, and math); Computer skills; Job training
Community Colleges - Career Services - Continuing Education/Workforce Development - Corporate Training - Degree and Credit Departments - Developmental Education - Financial Aid	- Orientation to postsecondary education, interest and capacity assessments, Education and career advising; Support service navigation - Sector specific occupational programs; Specific courses that may be adapted to the bridge program framework, e.g. computer applications, customer service basics, - Capacity to customize training for specific employers and industries, Employer connections, Adjunct faculty and trainers - Associate and Applied Associate degree programs, Occupational certificates, licenses, and other industry-recognized credentials - Basic literacy and math skills - Information and application assistance
Employer Association (Chambers of Commerce) and Industry Associations	Program review and feedback, industry and career ladder information, Skill information, Labor market data; Marketing; Employer recruitment and coordination
Labor Unions	Identification of competencies and industry information, Employer outreach; Program review and feedback; Referrals to program; Skills training, Apprenticeships; Certifications, Funding
One-Stop Career Centers	Job search skills; Job information, Training vouchers
Social Service Agencies	Support services; Case management; Financial assistance
State Agencies	Labor market information and analysis; Economic and workforce trend analysis; identification of target industries, Connection to employers; Resource development and allocation, Evaluation
Universities	Labor market information and analysis; Curriculum and instructional design; Evaluation and continuous improvement
Workforce Boards	Identifying sectors of importance to regional economy; Mapping job requirements and advancement paths, Planning and budgeting; Policy development
Workforce Intermediaries	Program design assistance; Best practice models, Advocacy; Resource development; Conducting focus groups, Evaluation

Partnerships *(continued)*

ORGANIZATION	PARTNER(S) RESPONSIBLE
PROGRAM DEVELOPMENT	
Coordination	
Partnership development and management	
Identification of target population	
Identification of targeted jobs and skill requirements	
Program design and planning	
Curriculum development	
Fundraising	
Recruitment of staff and instructors	
Training of staff and instructors	
Equipment, supplies, and facilities	
Monitor and track program outcomes	
PROGRAM DELIVERY	
Marketing and recruitment	
Intake, assessment, screening, and counseling	
Program orientation	
Instruction: basic skills and technical skills	
Certifications and degrees	
Tutoring and other academic support	
Case management	
Support services	
Career exposure and planning	
College exposure and planning	
Job, internship, and college placement	

* Our thanks to Women Employed for this model.



STEP 2: PLANNING

Services, Funding, and Structure

The next step in Bridge Program development is to identify funding streams and resources for client services, and then outline a structure for your program.

Services and Funding Streams

Bridge Programs “braid” multiple resources and funding streams to achieve educational and employment program success. Identifying potential funding streams and services that are available to match your target population and career pathway will help to develop your budget and organizational structure.

The following tools will help you to identify the guidelines for supportive services and funding streams in Nebraska and match them to your needs.

2A. NEBRASKA SERVICES

Make notes about the services your program will use here: _____

2B. SERVICES WORKSHEET

2C. NEBRASKA FUNDING STREAMS

2D. BUDGET WORKSHEET

2A. NEBRASKA SERVICES – (Appendix C)

This chart outlines a variety of programs that may provide services to your Bridge Program students. Use it to make choices about the services that your program will work with and provide.

Services and Funding Streams (continued)

2B. SERVICES WORKSHEET

This worksheet helps you to identify the most

important services needed by your clients and the options for providing them.

AREA	QUESTIONS	SERVICE OPTIONS	MY PROGRAM SERVICES
Participant Circumstances	<ul style="list-style-type: none"> - What is a day in the life of your client like? - Who are the people in their lives? - What causes tension? - What economic pressures can be identified? 	<ul style="list-style-type: none"> - Aid to Dependent Children (ADC) - Supplemental Nutrition Assistance Program (SNAP) - Child care assistance - Transportation assistance - Other 	
Motivation	<ul style="list-style-type: none"> - What is the main reason participants are seeking education and training? - What is their current educational level? - What is their current employment and schedule? - What is their previous experience with higher 	<ul style="list-style-type: none"> education? - Career counseling - Financial aid assistance - Flexible class schedules - Campus tours 	
Path to Education	<ul style="list-style-type: none"> - What educational programs and supports are available on campus? - What educational weaknesses might need to be addressed? - What access is available to computers? 	<ul style="list-style-type: none"> - TRIO programs - Student services - Computer labs 	
Expectations	<ul style="list-style-type: none"> - What challenges can be predicted? - What resources are available for academic challenges? - Will students be able to find jobs? 	<ul style="list-style-type: none"> - Job coaching - Emergency financial assistance - Tutoring and advising - Job placement - Support groups 	

2C. NEBRASKA FUNDING STREAMS (Appendix D)

This chart outlines some of the potential funding

streams for Bridge Program Development in Nebraska. Use it to make choices about how you will fund your program.

Services and Funding Streams *(continued)*

2D. BUDGET WORKSHEET

This worksheet guides you through important

budget considerations in developing your program.

COST CENTER		TYPE OF COST	ACTUAL COST	COST CENTER SUBTOTALS
Direct Instruction				
	Staffing	# of FT staff x salary + fringe		
		# of PT staff x hourly wage		
		# of students x hourly wage/stipend		
Instructional Support				
	Consultants	Promotional material design		
		Curriculum development		
	General Materials and Supplies	# of books x students per year		
		Assessment testing materials		
		# of promotional materials x printing/copying costs		
	Faculty, Equipment, Software	Room cost		
		Lab cost		
		# of computers		
		Computer software (3 of licenses?)		
	Support Services	Transportation voucher amount x # of students x length of program		
		Cost of uniforms x 3 of students		
		Other		
	Refreshments	Cost of food/drinks x # of students x # of class days		
		Cost of food/drinks x # of students and guests for graduation		
Administration				
	Administrative Overhead	% of institution's budget		
Total (sum of subtotals)				

Services and Funding Streams (continued)

TYPE OF ACTIVITY	SALARY	BENEFITS	CONTRACTURAL SERVICES	GENERAL MATERIAL AND SUPPLIES	ADMINISTRATIVE EXPENSES AND/OR CAPITAL OUTLAY*	OTHER EXPENDITURES	SUBTOTALS	TOTAL
START-UP COSTS								
Staff Recruitment and								
Orientation Program Development								
Equipment and Software								
Fundraising								
TOTAL START-UP COSTS								
ONGOING PROGRAM								
OPERATION COSTS								
(Define a time period)								
Student Recruitment Employer Partnerships								
Project Management								
Program Operation: Bridge Skills								
Support Services								
Facilities								
Fundraising								
TOTAL ONGOING COSTS								
TOTAL PROGRAM								
OPERATION								

* Our thanks to Women Employed for this model.

Structure

Clear accountability and responsibility is important for Bridge Program success. Community colleges, nonprofit agencies, and adult education providers in Nebraska have experience with collaborations and partnerships. Building on previous relationships and establishing guidelines, responsibilities, and systems for feedback and dialogue are all best practices in collaborative work. At the same time, complex systems can bring challenges.

The following tools will help you to identify challenges and best practices in Bridge Programs and help you to outline an organizational structure for your initiative.

2E. CHALLENGES AND BEST PRACTICES

2F. ORGANIZATIONAL CHART

2E. NEBRASKA CHALLENGES AND BEST PRACTICES OVERVIEW

Bridge programs in Nebraska and nationwide have identified challenges to address as well as

best practices for success. These “lessons learned” inform future collaborations and initiatives in our state.

Challenges

1. Collaboration takes time. Successful bridge programs are built on successful relationships and collaborations. Clients, service providers, educators, and employers all have needs to be taken into consideration.

Establishing clear expectations, delineation of responsibility and ownership, and timeframes is essential. This is particularly true because Adult Education programs in Nebraska are administered by the Nebraska Department of Education, who partners with community colleges and others. Multiple stakeholders must be involved to develop bridge programs successfully.

2. Funding is a continual challenge. Bridge programs can be expensive. Start-up funding can be a significant investment. Multiple funding streams with varied requirements are difficult to align. Sustainable funding is hard to find. This is a particularly important challenge in Nebraska, where a significant amount of funding for bridge programs is received from time-limited federal grants. The ultimate goal is to align existing

programs and dollars to support bridge programs in a new way. The challenge in Nebraska is both one of funding alignment and the development of a shared vision for state investments.

3. Clients need time. Clients frequently enter the program with multiple responsibilities and lower education levels. Clients need time to make progress.

4. The market changes. Keeping up with economic change and growth can be difficult. Labor market needs change depending on a variety of factors, ranging from global markets to local resources. Bridge programs should be responsive to change.

5. Nonprofit resources can be limited. Nonprofits frequently face challenges in finding and maintaining resources for a variety of programs. Sustainability should be a consideration in any developing project.

Best Practices

1. Build Effective Stakeholders.

a. Cultivate top-level support. Sustainability and scaling up of bridge programs depends on investment from top-level leadership, such as college presidents, upper level business management, and heads of nonprofit organizations, who champion programs and build outside stakeholders.

b. Engage businesses effectively. Businesses are

essential partners in bridge programs.

Encourage employer support of bridge programs and cultivate their involvement in developing training programs. Ensure that businesses develop positive working relationships with all bridge program stakeholders.

c. Develop liaison and job coach roles. These roles ensure that the needs of clients and stakeholders are communicated and met effectively.

2. Adapt Educational Systems to Bridge Program Clients.

a. Develop integrated, module-based curriculum based on Washington State's Integrated Basic Education and Skills Training model (I-BEST). I-BEST pairs workforce training with Adult Basic Education or English Language Learning so students learn literacy and workplace skills at the same time. Adult literacy and vocational instructors work together to develop and deliver instruction. Colleges provide higher levels of support and student services to address the needs of non-traditional students. Integrating basic skills and college level, employment-targeted coursework benefits students because they develop skills that can be applied to work contexts, accelerating learning.

b. Develop placement methods that are both meaningful and accessible. Using multiple assessment factors, such as prior work experience, standardized tests, and personal strengths can assure that entry standards remain meaningful without limiting opportunities for students with real potential for success.

c. Provide financial aid opportunities for bridge program students. Assure that non-traditional students can receive financial aid. Develop credit-bearing bridge program courses that qualify for financial assistance.

3. Meet Client Needs.

a. Design bridge efforts around clients, not programs. Assure that client strengths and challenges remain central in program design. Examine program options to assure that the best fit is made for clients and other stakeholders.

b. Assure that basic needs are met. Students will not be effective if the basic needs of their families are not met. Provide a stipend, sub-

sidy, or work to assure that programs meet Aid to Dependent Children requirements so that family needs are provided for during education and training. Develop options for clients facing emergency situations to receive short-term loans or other forms of assistance to prevent immediate needs from derailing long-term success.

c. Provide opportunities for soft skills training. Soft skills are essential to school and work success. While many government funded programs do not provide opportunities for soft skills training, such as time management or interpersonal skill development, these skills are key to overall bridge program success.

4. Build Systems with Long-Term Vision.

a. Recognize fragmentation and align resources. Education, job training, and family support resources can have varied qualification and outcome requirements. Recognizing the strengths and limitations of programs is critical to creating a program in which the “gaps” are filled and client expectations and experiences are reasonable. Program and resource alignment will build towards the goal of creating systems that serve clients in a new and better way.

b. Measure, track, and report outcomes. Providing evidence of long-term impact of bridge programs is crucial. Measuring, tracking and reporting required data is important, and should be supplemented with interview and survey data. Shorter benchmarks, such as moving up a level in an Adult Basic Education program, should be tracked and incentivized.

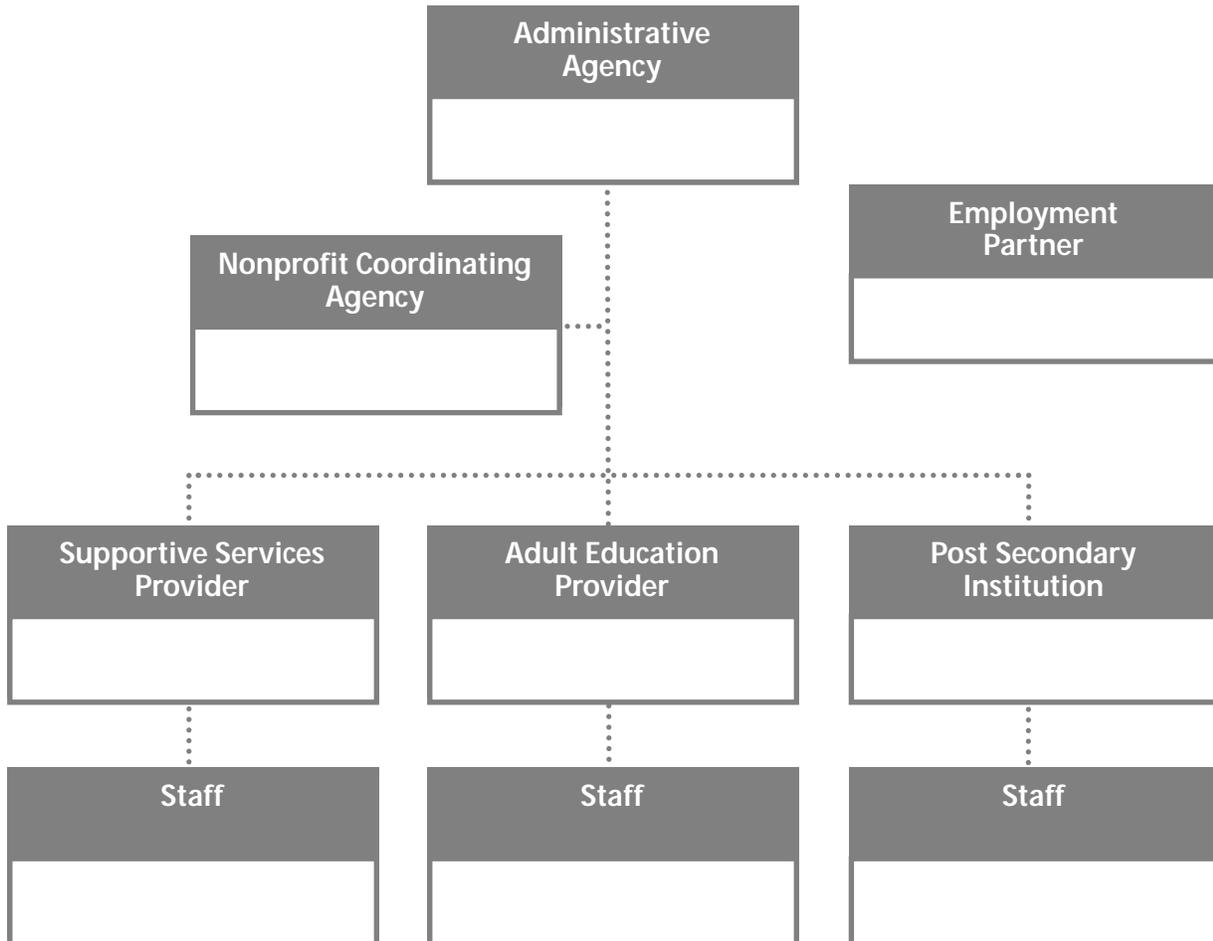
5. Recruit Participants Strategically:

a. Identify the right participants. Peer to peer outreach has been found to be an effective recruitment strategy. Be sure to identify motivated students who have interest in the program.

Best Practices *(continued)*

2F. ORGANIZATIONAL CHART WORKSHEET
Nebraska organizations are likely to coordinate with the Nebraska Department of Education Adult Education Program to implement Bridge

Programs. The following organizational chart, or one like it, could be used to outline structure, roles, and oversight systems.





STEP 3: IMPLEMENTATION CONSIDERATIONS:

Curriculum, Assessment, and Evaluation

The next step in planning and developing your Bridge Program is identifying a curriculum, as well as assessment and evaluation strategies. These choices should directly serve your target career paths and populations with an eye towards the requirements and outcomes mandated by your sources of funding.

Curriculum

Identifying and modifying a curriculum to effectively achieve academic requirements for your career path, and meeting the needs of your target population, is an important task. Academic experts in your institutions are key players in developing effective curriculums. The curriculum should be 1) hands-on, 2) competency based, 3) allow for “stacking” of skills and/or credentials, and 4) should keep the interests of adult learners in mind. Your curriculum should

also consider the continuum from personal competencies or “soft skills” like professionalism to industry specific skills.

The following tools will help guide you in curriculum development for your Bridge Program.

3A. O*NET COMPETENCY CONTINUUM

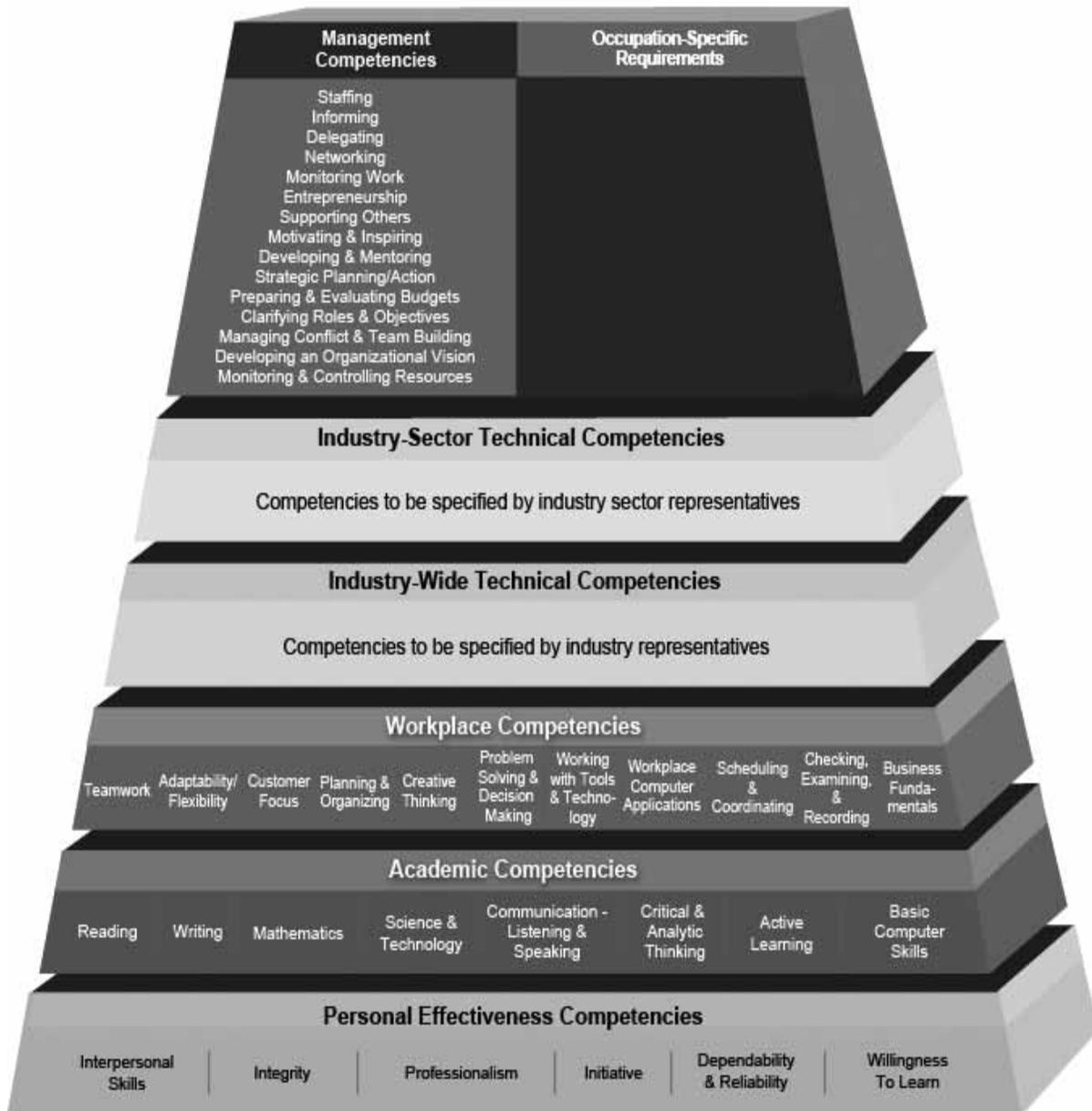
3B. MODEL CURRICULUM AND WORKSHEET

Curriculum (continued)

3A. O*NET COMPETENCY CONTINUUM

This a model that outlines in detail competencies that must be developed for specific jobs

and industries. You could develop a similar model for your career path.



* Courtesy O*NET, created for the U.S. Department of Labor, <http://www.onetonline.org/>

Curriculum (continued)

3B. MODEL CURRICULUM

This is a model curriculum for a 16-week course

in Manufacturing Technology and a worksheet template for your own program.

TECHNICAL LITERACY		TECHNICAL SPECIALTY	
	Four Days Per Week		One Day Per Week
Hours	Weeks 1 – 7	Weeks 8 – 14	Weeks 1 – 16
1	Workplace mathematics (2 hrs x 28 days = 56 hrs)	Principles of technology (applied physics) (2 hrs x 28 days = 56 hrs)	Blueprint reading (2 hrs x 14 days + 2 hrs x 8 days = 44hrs)
2			
3	Workplace communication (1.5 hrs x 56 days = 84 hrs)		Metrology and machining (3.5 hrs x 14 days + 4 hrs x 8 days = 81 hrs)
4	Lunch		
5	Industrial computer applications (2 hrs x 28 days = 56 hrs)	Workplace mathematics (Computer applications) (2 hrs x 28 days = 56 hrs)	Metrology and machining
6			
2nd or 3rd Shift	Current job student has upon entering program (if employed) days = 56 hrs)	Job Shadowing or Paid Internship with a Partner Company	

3B. WORKSHEET

TECHNICAL LITERACY		TECHNICAL SPECIALTY	
	Four Days Per Week		One Day Per Week
Hours	Weeks 1 – 7	Weeks 8 – 14	Weeks 1 – 16
1			
2			
3			
4			
5			
6			
2nd or 3rd Shift			

* Our thanks to Women Employed for this model.

Assessment

Assessments are crucial to client success in Bridge Programs in order to understand the starting point strengths and weaknesses of any given participant. Assessments must be tailored to program target audiences and goals. The following represent some of the resources available for assessment purposes.

Bridges to Careers for Low-Income Adults: Women Employed

This is a very detailed handbook for Bridge Program initiatives that provides multiple assessment models based on different program types.

<http://www.womenemployed.org/docs/BridgeGuideFinal.pdf>

Transition Services Self-Assessment Toolkit: Women Employed

This toolkit provides tools for assessment of use of and need for transition services for participants, as well as analysis of current program strengths and weaknesses.

http://www.womenemployed.org/fileadmin/templates/docs/CCP_Self-Assessment_Toolkit.pdf

StrengthsQuest

An assessment of client personal strengths with an empowering approach used by the Minnesota Fast Trac Bridge Program.

<http://www.strengthsquest.com/content/141728/index.aspx>

COMPASS

This assessment is used in Nebraska by the Customer Connect Program to understand students educational capacities. It is used widely and administered by the same organization that organizes ACT testing.

<http://www.act.org/compass/>

ACUPLACER

This tool assesses reading, math, writing, and computer skills.

<https://www.accuplacer.org/cat/>

Evaluation

It is also necessary to begin your initiative with the end in mind. In what ways will you evaluate the success of your program? Documenting progress and outcomes will help you to build your initiative for the future. Good evaluation systems have two components: evaluation of

operations and service delivery and student achievement. Measuring a variety of outcomes, ranging from attendance to test scores, is recommended.

3D. DATA ELEMENTS WORKSHEET

3B. MODEL CURRICULUM AND WORKSHEET

Evaluation *(continued)*

3D. DATA ELEMENTS WORKSHEET

This tool will help you to identify and outline data elements to use in evaluation of your effort.

MEASURE	DATA ELEMENTS
Personal Identifier	Social security number
Age	Date of birth
Gender	Male or female
Race/Ethnicity	White, African-American, Hispanic/Latino, Asian, or other
Education	<ul style="list-style-type: none"> - Earned high school diploma? y/n - Earned GED? y/n - Previously enrolled in job-training program? y/n (if yes, name of provider, program name, date enrolled) - Previously enrolled in at least on college level class? y/n (if yes, college name, program, and date enrolled)
Recent Work History	<ul style="list-style-type: none"> - Currently employed? y/n - If yes, name of employer, job title, description - If yes, hourly wage - If yes, hours per week - If yes, benefits: - Number of months employed in the last 12 months:
Native Language	- Native Language:
Disability	- Disability that would require special support during the program?
Education and Career Goals	<ul style="list-style-type: none"> - Main reason for enrolling in the program - Main goal for employment in the next 12 months - Main goal for further education.
Tested Basic Skills at Entry	Test reading and math levels
IF ENROLLED	
Start date	Start date
Retention	<ul style="list-style-type: none"> - Participant successfully completed? y/n - If no: reason for leaving the program and date
Tested basic skills at completion	Test reading and math levels, using the same instrument used in enrollment
Job placement	<ul style="list-style-type: none"> Employed for at least 30 days within 12 months of program completion? y/n - If yes, new job held during the program? y/n - If yes, start date - If yes, name and address of employer - If yes, job title and description - If yes, hourly wage - If yes, hours worked per week - If yes, benefits?
GED completion	Completed GED? y/n
Certification(s)	<ul style="list-style-type: none"> Earned a certification recognized by employers and/or educational institutions? y/n - If yes, name of certification and issuing agency
Further education and training	<ul style="list-style-type: none"> Enrolled in further education and training within 12 months of program completion? y/n - If yes, date enrolled - If yes, name of college or program - If yes, name of program and description - If yes, participant's goal

* Our thanks to Women Employed for this model.



CONCLUSION:

This workbook is intended to help you develop a “blueprint” for your Bridge Program. We are hopeful that the Nebraska specific resources and the worksheets provided will help you get your program off to a good start. The complex, interrelated nature of Bridge Programs means that continuous improvement will be necessary. However, training workers to succeed and supporting families in educational endeavors is well worth it! Let’s all continue to contribute to building educational opportunity in Nebraska together.



RESOURCES

Successful Bridge Programs combine multiple resources and strategies to serve clients. After the establishment of a program plan, additional considerations will include recruitment, working with financial aid, training staff members, and many other aspects. The following resources are available to help make good choices about Bridge Program options.

Financial Aid

Education Quest: Provides assistance for people pursuing financial assistance for higher education. <http://www.educationquest.org/>

Free Application for Federal Student Aid: Federal level resources and information about financial aid. <http://www.fafsa.ed.gov/>

Coordinating Commission for Postsecondary Education: Administers the Nebraska Opportunity Grant for Nebraska residents pursuing postsecondary education: <http://www.ccpe.state.ne.us/PublicDoc/Ccpe/NOG.asp>

Job Options

Top Jobs: A report from Nebraska Appleseed regarding jobs with high earning potential by family type and region. http://issuu.com/neappleseed/docs/top_jobs

O*NET: Provides on-line resources about occupations and skills. <http://www.onetonline.org/>

Nebraska Department of Labor: Provides training assistance and labor market data on a local, regional, and state level. <http://dol.nebraska.gov/>

Public Assistance

ACCESS Nebraska and the Department of Health and Human Services: Provides an on-line application for public assistance programs and a call center resource for clients. http://dhhs.ne.gov/Children_Family_Services/AccessNebraska/Pages/accessnebraska_index.aspx

Know Your Rights Series: A series of brochures regarding client rights in public assistance programs. <http://neappleseed.org/publications>

Guide to Supplemental Nutrition Assistance Program Outreach in Nebraska: A comprehensive guide to SNAP outreach, including details about ACCESS Nebraska, documentation, the variety of public assistance programs, and more. <http://neappleseed.org/wp-content/uploads/downloads/2011/08/SNAP-Booklet-2.pdf>

Self Sufficiency Standard: Detailed information by county and family type about the actual cost of raising a family in Nebraska. <http://neappleseed.org/lowincome>

Models

Fast Trac: The Minnesota model for Bridge Programs, a national leader. <http://www.mnfasttrac.org/>

Customer Connect: A model Bridge Program initiative in Nebraska. <http://www.goodwillomaha.org/customerconnect.php>

Shifting Gears: An initiative by the Joyce Foundation to provide best practices and technical assistance to Bridge Programs in the Midwest. <http://shifting-gears.org/>

Bridges to Careers for Low-Income Adults: A very detailed handbook for Bridge Program initiatives by Women Employed. <http://www.womenemployed.org/docs/BridgeGuideFinal.pdf>

Breaking Through: An initiative by Jobs for the Future and the National Council for Workforce Education that provides research and technical assistance to bridge programs at 41 community college throughout the U.S. <http://www.jff.org/projects/current/workforce/breaking-through/20>

Opening Doors: An initiative by the Manpower Demonstration Research Project (MDRC) that provides research and technical assistance to bridge programs at selected community college sites in the U.S. http://www.mdrc.org/project_31_2.html

APPENDICES

Nebraska Options Spreadsheet –Appendix A

The following charts illustrate high wage, high demand, and high skill jobs available in the counties in which community colleges are located. They are based on projections for 2008-2018 and wage projections from 2011.

These are only projections and suggestions to guide your thinking about Bridge Program programs of study. Industries targeted by the Nebraska Department of Economic Development are also listed.

Western Nebraska Community College, Scottsbluff, Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Truck Drivers, Heavy and Tractor-Trailer	19	11.77	Professional Skills Award (CDL)	Ag Machinery
Licensed Practical and Licensed Vocational Nurses	14	14.62	Practical Nursing Diploma	Business Management & Administrative Services
Electricians	7	13.72	Powerline Construction & Maintenance Technology Diploma	Financial Services
Insurance Sales Agents	***	11.51	Business and Industry Certificate	Health Services
Bus and Truck Mechanics and Diesel Engine Specialists	9	12.51	Automotive Technology Diploma	Hospitality/Tourism
				R&D/Eng. Services
				Software & Computer Services

Central Nebraska Community College, Grand Island, Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Truck Drivers, Heavy and Tractor-Trailer	79	12.46	(CDL offered in Hastings not GI)	Ag Machinery
Licensed Practical and Licensed Vocational Nurses	38	14.39	LPN	Business Management & Administrative Services
Electricians	13	14.52	Residential Electrician Certificate	Financial Services
Insurance Sales Agents	22	12.13		Health Services
Bus and Truck Mechanics and Diesel Engine Specialists	10	13.37	(Diesel Tech program offered in Hastings)	Hospitality/Tourism
Automotive Body and Related Repairers	6	11.31	(Auto Body Technology Diploma & Certificates offered in Hastings)	R&D/Eng. Services
Electrical and Electronics Repairers, Powerhouse, Substation	***	26.81	Basic Electronics Diploma or Electronics Certificate	Software & Computer Services

Nebraska Options Spreadsheet –Appendix A (continued)

Mid-Plains Community College, North Platte, Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Licensed Practical and Licensed Vocational Nurses	15	15.11	Licensed Practical Nursing Diploma	Ag Machinery
Heating, Air Conditioning, and Refrigeration Mechanics and I	7	13.82	HVAC Diploma	Business Management & Administrative Services
Insurance Sales Agents	7	9.65	na	Financial Services
Electricians	6	13.11	Electrical Technology Diploma	Health Services
Bus and Truck Mechanics and Diesel Engine Specialists	6	12.77	Diesel Technology Certificates	Hospitality/Tourism
Telecommunications Equipment Installers and Repairers	2	16.81	Electronics Technology Certificate	R&D/Eng. Services
Automotive Body and Related Repairers	3	12.81	Auto Body Certificate	Software & Computer Services
Preschool Teachers, Except Special Education	1	15.7	na	

Northeast Community College, Norfolk, Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Truck Drivers, Heavy and Tractor-Trailer	100	11.09	CDL	Ag Machinery
Licensed Practical and Licensed Vocational Nurses	45	14.42	Pre-Professional Nursing	Business Management & Administrative Services
Heating, Air Conditioning, and Refrigeration Mechanics and I	14	15.29	na	Financial Services
Electricians	21	12.34	na	Health Services
Automotive Service Technicians and Mechacs	19	10.33	Automotive Technology Diploma	Hospitality/Tourism
Real Estate Sales Agents	4	15.2	na	R&D/Eng. Services
Construction and Building Inspectors	2	17.18	na	Software & Computer Services

Nebraska Options Spreadsheet –Appendix A (continued)

Metropolitan Community College, Omaha Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Electricians	126	13.71	Industrial/Building Electrical Option Certificates	Biosciences
Licensed Practical and Licensed Vocational Nurses	***	16.44	LPN certificate program // LPN-C	Financial Services
Heating, Air Conditioning, and Refrigeration Mechanics and I	54	16.72	Air Conditioning, Refrigeration, and Heating Technology Certificate	Health Services
Insurance Sales Agents	60	19.14	Insurance and Risk Management Certificates	Hospitality/Tourism
Bus and Truck Mechanics and Diesel Engine Specialists	***	14.66	Diesel Truck Diploma	Precision Metals
Real Estate Sales Agents	***	17.05	Classes offered that are needed in order to receive a state license	R&D/Eng. Services
Telecommunications Equipment Installers and Repairers	18	16.25	Industrial Electrical Certificate	Trans/Warehousing, Distribution Logistics
Construction and Building Inspectors	***	16.13	na	
Aircraft Mechanics and Service Technicians	***	14.82	na	
Electrical and Electronics Repairers, Commercial and Industrial	5	17.78	Electronics Technology Diploma	

Southeast Community College, Lincoln, Nebraska

H3 Jobs, Postsecondary Vocational Training	Average Annual Openings	Average Entry Level Wage	Certificate Programs or Diploma	Department of Economic Development Priority Industries
Insurance Sales Agents	33	13.48	Business Administration Certificate or Diploma	Biosciences
Heating, Air Conditioning, and Refrigeration Mechanics and I	12	15.63	na	Financial Services
Construction and Building Inspectors	***	13.72	na	Health Services
				Hospitality/Tourism
				Precision Metals
				R&D/Eng. Services
				Trans/Warehousing, Distribution Logistics

Nebraska Data Profile –Appendix B

COUNTY	COMMUNITY COLLEGE	TOTAL POPULATION	# W/O HIGH SCHOOL DIPLOMA	# DO NOT SPEAK ENGLISH VERY WELL	# 100% POVERTY	# RECEIVING SNAP IN PAST 12 MONTHS	# SINGLE PARENTS	# OF FAMILIES ON ADC
Douglas	Metro	510,199	51,020	29,081	89,795	51,019	51,530	4,145
Lancaster	Southeast	281,531	19,426	11,824	38,851	19,707	22,522	1,097
Hall	Central	57,487	10,003	6,094	6,438	5,748	7,185	375
Lincoln	Mid-Plains	35,670	2,854	606	3,602	3,567	2,996	169
Madison	Northeast	34,505	4,831	2,381	4,106	3,105	2,001	180
Scotts Bluff	Western	36,865	5,161	1,217	5,566	4,423	4,350	189

Nebraska Services –Appendix C

AID TO DEPENDENT CHILDREN	
Program	Aid to Dependent Children: Cash assistance and employment and education opportunities and supports for low-income families.
Participants	Low income families, including parents, grandparents, or others caring for children.
Eligibility Rules	Participants must meet income and eligibility requirements. Participants must be caring for children and must be citizens. Participants must meet the following income requirements (monthly): 1/\$485, 2/\$597, 3/\$710, 4/\$823. Applicants may not have more than \$2,000 in assets.
Benefits to Clients	Cash assistance. Education and training opportunities and support.
Activities/Timeframes	Participants may either be required to participate in work activities or be exempt. Participants who have physical, mental, or other disabilities or barriers are exempt. Participants who are able to work must engage in federally defined work activities. To count toward state work requirements, recipients will be required to participate in unsubsidized or subsidized employment, on-the-job training, work experience, community service, 36 months of vocational training, or they must provide child care services to individuals who are participating in community service. Up to 6 weeks of job search (no more than 4 consecutive weeks) would count toward the work requirement. Participants under the age of 24 may pursue a High School Diploma or GED.
Expected Outcomes	Participants must fulfill 20 hours of work activities per week if they have a child under 6 or 30 hours of work activities for those with a child over 6. Participants are expected to make adequate progress in work activities, such as maintaining progress in school. Participants may not stay on the program for more than 5 years total in a lifetime. The goals of the program are to help low-income children stay with their
Options for Bridge Programs	families and to move families into economic self sufficiency. Bridge Programs may be designed to meet ADC criteria, allowing participants access
Nebraska Contacts and Links	to cash assistance and other supports while they participate in training. Jill Shreck, Director of Economic Assistance, Nebraska Department of Health and Human Services, (402) 471-9243, Jill.Schreck@nebraska.gov, http://dhhs.ne.gov/children_family_services/Pages/fia_adc.aspx

Nebraska Services –Appendix C (continued)

WORKFORCE INVESTMENT ACT	
Program	Workforce Investment Act: Provides services through local "one-stop" career centers including job search assistance, training, and other services. Provides services to adults, dislocated workers, and adults.
Participants	Adults, dislocated workers, and youth.
Eligibility Rules	Provides services to 1. adults over the age of 18, 2. dislocated workers, including those who have been laid off or have received notice of termination of employment, those who are self-employed but are unemployed due to economic conditions, and displaced homemakers. 3. youth. The adult funding stream incorporates priorities for public assistance recipients and veterans.
Benefits to Clients	Job search, assessment, and training services.
Activities/Timeframes	1. Core services, including information about jobs and job application assistance. 2. Intensive services. Comprehensive assessment, case management, and job preparation. 3. Training services, including occupational skills training, on-the-job training, customized training, and adult education and literacy activities when combined with other training.
Expected Outcomes	WIA participants must attain wages WIA training funds must be coordinated with other grant assistance. They are restricted to individuals who are unable to obtain other grant assistance (such as Federal Pell Grants) or require assistance beyond what is available through other sources. Participants must gain employment with a mini-
Options for Bridge Programs	WIA training funds can be used to provide individuals with training that is part of a bridge program. WIA local funds can also provide supportive services such as child
Nebraska Contacts and Links	care, transportation, and needs-related payments. Joan Modrell, WIA Administrator, 550 South 16th St., Lincoln, NE 68509, Phone: (402) 471-9948, Email: Joan.Modrell@nebraska.gov, http://dol.nebraska.gov/center.cfm?PRICAT=3&SUBCAT=8A&APP=8A1

Nebraska Services –Appendix C (continued)

ADULT EDUCATION	
Program	Adult Education: Provides educational opportunities for adults to improve their literacy skills for effective citizenship and productive employment. This includes preparation for and successful completion of the high school equivalency program.
Participants	Adults, individuals in need of English language skills, and in some circumstances, families.
Eligibility Rules	Services are open to all in need of adult education and/or English language instruction. Services are targeted to low-income adults, adults with disabilities, single parents, displaced homemakers, those with limited English proficiency, and criminal offenders.
Benefits to Clients	Adult education, English as a Second Language courses, GED preparation, assessments and other supports.
Activities/Timeframes	Adult basic education and literacy courses, family literacy programs, assessments, general equivalency preparation and testing, English as a Second language courses, education for successful parenting and employment.
Expected Outcomes	Students must make adequate progress, either by moving up adult education program levels or transferring to post-secondary education and/or advancing on the job.
Options for Bridge Programs	Partnerships with adult education programs can help provide education targeted to the needs of lower skilled students while accelerating achievement.
Nebraska Contacts and Links	Vicki Bauer, Director, Nebraska Adult Education, (402) 471-4807, vicki.l.bauer@nebraska.gov, http://www.education.ne.gov/ADED/

TRIO	
Program	TRIO: Provides supportive services for students with barriers pursuing post-secondary education.
Participants	Helps first-generation, low income, and students with disabilities with demonstrated academic need.
Eligibility Rules	To qualify students must meet at least one of the following criteria: - Be a first-generation student (neither parent is a four-year college graduate) - Be within the Federal TRIO Program low-income guidelines - Be a qualified individual with a documented disability - Demonstrate academic need.
Benefits to Clients	Social supports for students.
Activities/Timeframes	TRIO students may access services, depending on the location, including academic counseling, academic advising, mentoring, laptop computers, textbook lending programs, and transfer assistance. Students may benefit from personal help in applying for financial aid, as well as personal support in job shadowing and other opportunities.
Expected Outcomes	The goal of the program is to increase retention, graduation and transfer rates from two-year to four-year institutions of eligible students.
Options for Bridge Programs	Partnerships with TRIO programs can help provide supportive services, such as career coaching, which have had proven success in degree completion.
Nebraska Contacts and Links	Varies by educational institution.

Nebraska Services –Appendix C (continued)

CHILD CARE ASSISTANCE	
Program	Child Care Assistance: Provides assistance for child care payments for low income families.
Participants	Low income parents participating in approved ADC activities, or working and transitioning off of ADC or earning low wages.
Eligibility Rules	Parents must be ADC participants, transitioning off of ADC, or working and earning less than 120% of the federal poverty line. Income eligibility requirements are: 2/\$1,457, 3/\$1,830, 4/\$2,205. Families may not have more than \$6,000 in assets.
Benefits to Clients	Assistance for child care costs paid directly to providers.
Activities/Timeframes	Parents must participate in approved ADC programs or be engaged in work.
Expected Outcomes	Parents must participate in approved activities and maintain documentation about their eligibility.
Options for Bridge Programs	Bridge Programs may align with ADC requirements, or incorporate paid employment activities that qualify for child care assistance.
Nebraska Contacts and Links	Jill Shreck, Director of Economic Assistance, Nebraska Department of Health and Human Services, (402) 471-9243, Jill.Schreck@nebraska.gov, http://dhhs.ne.gov/children_family_services/Pages/fia_adc.aspx

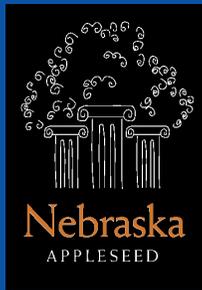
NEBRASKA OPPORTUNITY GRANTS	
Program	Nebraska Opportunity Grants: Provides grants to students in Nebraska postsecondary institutions.
Participants	Nebraska residents, generally those who are lower income.
Eligibility Rules	Qualifications include being a Nebraska resident, attending a Nebraska postsecondary institution, and having a minimum estimated family contribution as determined by completing the Free Application for Federal Student Aid (FAFSA).
Benefits to Clients	Grants for post-secondary education.
Activities/Timeframes	Pursuit of a post-secondary education at a Nebraska institution.
Expected Outcomes	Students must be recommended by the institution.
Options for Bridge Programs	Bridge program participants could be recommended to receive awards.
Nebraska Contacts and Links	J. Ritchie Morrow, Coordinating Commission for Post-Secondary Eductaion, (402) 471-2847, ritchie.morrow@nebraska.gov, http://www.ccpe.state.ne.us/PublicDoc/Ccpe/NOG.asp

Nebraska Funding Streams –Appendix D

PROGRAM AND DEPARTMENT	PROGRAM DESCRIPTION	CONSTITUENCY SERVED	OUTCOMES REQUIRED	OPPORTUNITIES FOR BRIDGE PROGRAMS	CONTACT
LB 1079: Nebraska Department of Adult Education	A new grant funding stream providing grants for pilot Bridge Programs for partnerships between non-profits, adult education providers, and post-secondary institutions.	Low-income adults in need of increased education and skills, including those needing adult education, with or without a high school diploma or GED, in need of ESL instruction, and/or in need of developmental education courses.	Outcomes will be tracked regarding number of people served, job placement rates, wages, and credential attainment.	Provides start up grant funding for the establishment and development of Bridge Programs, beginning in the fall of 2012.	Vicki Bauer, Director, Nebraska Adult Education, (402) 471-4807, vicki.l.bauer@nebraska.gov
Workforce Investment Act (WIA) Title 1: Adult and dislocated workers / Department of Labor.	Provides federal funds for workforce development, primarily for "One Stop" Career Centers providing employment and training services, including job search, assessment, skills training, on-the-job training, customized training, adult education and literacy, and more. Local areas may also provide supportive services and needs-related payments for individuals in employment and training.	Adults age 18 and over and dislocated workers that have been laid off or have received notice of termination, displaced self-employed individuals, and displaced homemakers. Public assistance recipients and veterans receive priority.	WIA programs must meet performance outcomes, including that 78.8% must gain employment, earnings of approximately \$13 per hour, and a minimum percentage of clients must achieve credentials.	Bridge programs can leverage opportunities for funding for training from WIA programs. Bridge programs can also explore resources for supportive services, like transportation, from local Workforce Investment Boards.	Joan Modrell, WIA Administrator. (402) 471-9948, Joan.Modrell@nebraska.gov
SNAP Employment and Training (E&T)/ Department of Health and Human Services	SNAP E&T funds are intended to support a variety of education, training, and related services for SNAP recipients to help them meeting work hour requirements.	SNAP recipients that pursue qualifying education and training.	Matching funds must be in approved, qualifying activities from state or local sources.	Identify matching funds and submit a plan for approval to the United States Department of Agriculture. Use funds to support bridge programs, particularly supportive services.	Teri Chasten, TANF Administrator, Nebraska Department of Health and Human Services, Children and Family Services, 301 Centennial Mall South Lincoln, NE. 68509 (402) 471-2738 teri.chasten@nebraska.gov

Nebraska Funding Streams – Appendix D (continued)

PROGRAM AND DEPARTMENT	PROGRAM DESCRIPTION	CONSTITUENCY SERVED	OUTCOMES REQUIRED	OPPORTUNITIES FOR BRIDGE PROGRAMS	CONTACT
Community college funding	Provides accessible post-secondary education in a broad range of fields to students in six community colleges across the state, with strong links to business and industry.	Nebraskans in each of six local regions, as well as other students, with an intentional focus on providing affordable education and promoting transfer options.	Funding is correlated with college and regional needs, but there is a focus on degree completion and job placement outcomes.	A new funding formula provides a portion of state community college funding to each institution, as well as allocations based on enrollment and average reimbursable education unit. The Nebraska Community College Student Performance and Occupational Education Grant Fund has also been established and the six schools can apply for any portion of that funding. An appointed committee will determine how funding is to be allocated.	Dennis G. Baack, Executive Director, Nebraska Community College Association, 1320 Lincoln Mall, Suite 100c, Lincoln, NE. 68508 Phone: (402)471-4685 dennisgb@neb.rr.com
College Access Challenge Grants	The College Access Challenge Grant Program is intended to strengthen educational attainment of low-income students by funding strategies that improve access to post-secondary education, including, professional development, Free Application for Federal Student Aid (FAFSA) assistance, web-based portals, marketing, and mentoring.	Any resident who lacks a college degree or certificate, including those at risk of not pursuing post-secondary education, including youth and adults who are no longer in the educational system.	Increased enrollment and retention in post-secondary education, especially for disadvantaged communities and/or those who are demographically less likely to do so.	Funds can be used for a variety of related purposes, including but not limited to outreach and recruitment, need-based grants, and professional development for staff members.	Katherine Green, College Access Challenge Grant Program Director, Coordinating Commission for Post-Secondary Education, (402) 471-2847 katherine.green@nebraska.gov
Perkins IV	Funds are available to both secondary and post-secondary institutions to provide programs and services related to career and technical education, as outlined in the Nebraska Career Education Model. These areas include: Agriculture, Food and Natural Resources, Communication and Information Systems, Skilled and Technical Sciences, Health Sciences, Human Services and Education, and Business, Marketing, and Management.	Institutions that receive Perkins IV funds must ensure access for special populations who face difficulty in attaining education and employment. Under the 2006 Act, special populations are defined as: <ul style="list-style-type: none"> • Individuals with disabilities, • Individuals from economically disadvantaged families, including foster children, • Individuals preparing for nontraditional fields, • Single parents, including single pregnant women, • Displaced homemakers, and • Individuals with limited English proficiency 	Programs must, among other things, improve student achievement, improve technical skill attainment, remain consistent with industry requirements, and align with high skill, high wage, high demand jobs in the state.	Funds can be used to support critical components of career pathways initiatives, including curriculum development, program development, and support services. A percentage of funds can also fund state administrative and leadership activities.	Matt Hastings, Nebraska Department of Education, Perkins IV Innovation Grant Program, (402) 471-3104, matt.hastings@nebraska.gov



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