
State of Nebraska Annual Performance Report Narrative
Program Year 2019
July 1, 2019 – June 30, 2020

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Accessibility

This report is provided in accessible format. If you require assistance or experience issues with this report, please email Deb Andersen at deb.andersen@nebraska.gov.

I. Introduction

This WIOA¹ annual statewide performance report narrative provides the information requested under Training and Employment Guidance Letter (TEGL) 5-18, including Nebraska's progress towards meeting its goals for Nebraska's workforce system as they relate to Nebraska's WIOA Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service under the 2018 modification of the Combined State Plan for Nebraska's Workforce System.

II. Federally required Information

(a) Waivers

During Program Year 2019 (July 1, 2019 – June 30, 2020), Nebraska had three waivers in place for the full Program Year.

(1) Planning regions

On June 29, 2018, the State received a waiver of the requirements of WIOA Sec. 106(a)(2) and 20 CFR § 679.210 from the US Department of Labor's Employment and Training Administration (ETA). This waiver allowed the State to assign a local workforce development area (local area) to multiple planning regions. The waiver was approved on the condition that the State provide information to ETA regarding how it would minimize the regional and local planning burden to local areas that were assigned to more than one planning region. Under the authority of the waiver, the State's three local areas were assigned to multiple planning regions. Under the waiver, the local workforce development board (local board) for each local area had two roles: lead local board for one planning region and partnering local board for the other planning region(s) to which its local area was assigned. The lead local board, in collaboration with its chief elected official (CEO), was responsible for facilitating and conducting regional planning activities for its lead planning region, along with the partnering local board(s) assigned to the planning region. The partnering local board was a local board having at least one of its local area counties included in the lead local board's planning region, as identified in Table 1.

Table 1. Planning regions and lead and partnering local boards

Planning region	Lead local board	Partnering local board
Metro Region ²	Greater Omaha Workforce Development Board	Greater Nebraska Workforce Development Board
Southeast Region ³	Greater Lincoln Workforce Development Board	Greater Nebraska Workforce Development Board
Greater Nebraska Region ⁴	Greater Nebraska Workforce Development Board	Not applicable

To minimize the planning burden to local areas under this structural arrangement, the State implemented policy changes regarding technical requirements for regional and local plans, eliminating the requirement that local boards use a lengthy and complex template for their

¹ WIOA refers to the Workforce Innovation and Opportunity Act of 2014

² The Metro Region includes Dodge, Douglas, Cass, Sarpy, and Washington Counties.

³ The Southeast Region includes Fillmore, Gage, Jefferson, Johnson, Lancaster, Nemaha, Otoe, Pawnee, Richardson, Saline, Saunders, Seward, Thayer, and York Counties.

⁴ The Greater Nebraska Region covers the remaining 74 counties in Nebraska.

Program Year 2019 plan modifications. In addition, the State implemented policy changes simplifying the plan review and approval processes for the Program Year 2019 plan modifications. Further, the State provided the local areas with monthly technical assistance during development of the Program Year 2019 modifications.

After consultation with local CEOs, local boards, and local area administrative entities during the second quarter of Program Year 2020, the state decided not to request renewal of this waiver. Instead, the Governor established a single statewide planning region and assigned the State's three local areas to the statewide planning region.

(2) ISY/OSY expenditure rate

On June 21, 2019, the State received a waiver of the requirements established under WIOA Sec. 129(a)(4)(A) and 20 CFR § 681.410 that it expend 75 percent of Governor's reserve and local area formula youth funds on out-of-school youth (OSY). The State was also given authority under the waiver to calculate the OSY expenditure rate at the state level rather than local levels. The projected programmatic outcomes for the waiver at the time of approval were:

- 10 in-school youth (ISY) participating in youth Registered Apprenticeship programs;
- 10 ISY participating in pre-apprenticeship programs approved under the State's *Pre-apprenticeship Program 2019*;
- 10 percent statewide increase in second quarter and fourth quarter retention rates (after program exit) for Title I youth participating in Registered Apprenticeship programs compared to Title I youth not participating in Registered Apprenticeship programs;
- participation in JAG Nebraska by 10 ISY; and
- high school graduation, participation in postsecondary education, or employment by at least 75 percent of ISY participating in JAG Nebraska.

The projected programmatic outcomes that could be measured during the term of the waiver were not met, primarily due to the significant impact of the COVID pandemic. Early in 2020, Directed Health Measures (DHMs) were issued by the Governor that required all public K12 schools and many businesses to close, resulting in diminished employment and training opportunities for ISY. Progress toward meeting the projected outcomes during the term of the waiver are listed below.

- One ISY participated in a youth Registered Apprenticeship program during Program Year 2019.
- Expansion of JAG Nebraska slowed, due in part to school closures, as well as a change in the JAG Nebraska service provider. Nonetheless, JAG Nebraska is the fastest growing JAG program in the United States. Since its launch in January 2019 at three sites, JAG Nebraska enrollments have increased by 40 percent and JAG Nebraska now provides programming to 132 students at the 2019 launch sites. During Program Year 2019, the Columbus site began collaborating with local Title I youth program staff to introduce Title I youth program services to JAG Nebraska students. The State will continue to provide technical assistance for Title I youth program staff and JAG Nebraska staff and encourage enrollment of JAG Nebraska students in local Title I youth programs. It is worth noting that launch of five additional JAG Nebraska sites was planned for fall of 2020 but postponed. The additional sites will serve approximately 150 additional youth once

launched. On November 23, 2020, the Governor [announced](#) that expansion efforts will resume in 2021.⁵

- Implementation of the State's *Pre-apprenticeship Program 2019* is pending finalization of processes for building new pre-apprenticeship programs. However, Nebraska Department of Labor (NDOL) Registered Apprenticeship Program staff have continued efforts to support development of quality pre-apprenticeship (QPA) programs. QPA standards were developed for a Registered Apprenticeship sponsor implementing a QPA program at the Youth Rehabilitation Treatment Center in Kearney. The QPA standards incorporate a hands-on simulated experience for welding and electrician occupations and include interim credentials: OSHA and NCCER (National Center for Construction Education and Research) certifications in core curriculum and site safety. Pre-apprentices who complete the QPA program are eligible to enter a welding or electrician Registered Apprenticeship program with the sponsor. Even if pre-apprentices are unable to complete the QPA program in its entirety, the built-in interim certifications provide value as the OSHA and NCCER certifications are nationally recognized.
- While not generalizable as a measure of the effect of this waiver, second quarter and fourth quarter retention rates for the single ISY that participated in a Registered Apprenticeship program during Program Year 2019 compared to Title I youth not participating in a Registered Apprenticeship program will be determined after the applicable cohorts of Title I youth program participants exit.
- Rates of high school graduation, participation in postsecondary education, or employment for ISY participating in JAG Nebraska will be determined after the applicable cohorts of Title I youth program participants exit local Title I youth programs.
- Given the impact of school closures and limited employment and training opportunities for ISY during Program Year 2019, it is not surprising that the State's expected increase in ISY expenditures over OSY expenditures did not occur. The Program Year 2019 state-level OSY expenditure rate was 76.95 percent and ISY rate was 23.05 percent.

The State may request a similar waiver in the near future.

(3) Eligible Training Provider performance reporting for all students

On June 21, 2019, Nebraska received a waiver of the requirement that eligible training providers (ETPs) collect and report program performance data for all students participating in an ETP program, as required under WIOA Secs. 116(d)(4)(A)-(B) and 122(d)(2)(A) and 20 CFR §§ 677.230(a)(4)-(5) and 680.430(b)(5). During Program Year 2019, the State monitored the effect of this waiver in relation the projected programmatic outcomes, which were, at the time of approval were:

- 50 percent increase in the total number of ETPs participating in the State's ETPL;
- participation in the ETPL by:
 - Chadron State College, Peru State College, and Wayne State College, which operate in rural areas of the Greater Nebraska Workforce Development Area;
 - Concordia University, Hastings College, and Midland University, which operate outside of the Omaha, Lincoln, and Grand Island metropolitan areas;

⁵ Additional information on JAG Nebraska is provided in [Section II\(f\)\(4\)](#).

- Creighton University, Nebraska Methodist College, and University of Nebraska – Omaha, which operate in the Omaha metropolitan area;
- Nebraska Wesleyan University, Union College, and University of Nebraska – Lincoln, which operate in the Lincoln metropolitan area;
- University of Nebraska – Kearney, which operates near the Grand Island metropolitan area; and
- Nebraska College of Technical Agriculture in Curtis (part of the University of Nebraska System), which operates near North Platte;
- improved consumer choice based on the addition of 100 or more approved programs to the ETPL; and
- elimination of the burden placed upon ETPs regarding the resources required to meet performance reporting requirements established under WIOA, allowing them to focus more time and resources on producing successful outcomes for Title I adult, dislocated worker, and youth program participants, as well as non-WIOA funded students.

During the term of the waiver, the total number of ETPs participating in Nebraska’s ETPL increased by 24.32 percent (up from 36 to 47) and the total number of programs on the ETPL increased by 47.38 percent (up from 705 to 1,039). Midland University, Nebraska Methodist College, and University of Nebraska (Kearney, Lincoln, Omaha, and Scottsbluff campuses) joined the ETPL. In addition to the ETPs that joined the ETPL during Program Year 2019, colleges in the Nebraska State College System (Chadron State, Peru State, and Wayne State Colleges) will be applying to become ETPs during Program Year 2020; and Nebraska Wesleyan University is considering applying to become an ETP. The State, local boards, local area administrative entities, and Title I program staff will continue to promote participation in Nebraska’s ETPL.

The State has decided not to request renewal of this waiver. This decision was made following the passage of Legislative Bill 1160 authorizing the Nebraska Statewide Workforce and Education Reporting System Act, which allows the State to:

- provide workforce-outcomes data to postsecondary institutions to guide program, educator, and institutional improvement;
- support students and parents in understanding what education, training, and career pathways best prepare students for occupational success;
- provide comprehensive data about student success and workforce outcomes to policymakers to inform decisions and resource allocation;
- track workforce outcomes in order to better align programs with demands in Nebraska’s labor market;
- disaggregate student outcomes by race, ethnicity, gender, and economic status in order to identify and close educational attainment gaps; and
- identify the long-term return on investment from early education programs.

(b) Effectiveness in serving employers

For the *Effectiveness in Serving Employers* performance-indicator pilot program, the State’s core partners chose Approach 1 (retention with the same employer) and Approach 2 (repeat business

customers). The State is not piloting state-established measures of effectiveness in serving employers and has not established any other metrics to assess employer engagement.

(c) Evaluation and research

During Program Year 2019, the State identified the need to enhance its continuous improvement strategies across the State's entire one-stop delivery system. After preliminary discussions and planning during Program Year 2019, the State contracted with an external evaluator during the first quarter of Program Year 2020. The evaluator will identify barriers to success and adaptation to service delivery in pandemic and post-pandemic economic environments and assess the State's four comprehensive American Job Centers and seven affiliate sites, incorporating both qualitative and quantitative analysis. Results of the study will be available during the third quarter Program Year 2020.

In addition, the State began discussions and planning during Program Year 2019 regarding requirements for the State's Reemployment Services and Eligibility Assessments (RESEA) Evidence Building and Implementation Study. The State commenced its RESEA study in September 2020.

(d) Customer satisfaction

(1) State level

The State requires that each local board assess of the effectiveness of its local one-stop delivery system and one-stop center(s), including how well the system and center(s):

- integrate available services for job seekers and employers;
- meet the workforce development needs of job seekers and employment needs of local employers;
- operate in a cost-efficient manner;
- coordinate services among the one-stop partner programs; and
- provide access to one-stop partner program services to the maximum extent practicable, including providing services outside of regular business hours where there is a workforce need identified by the local board.

Assessment of the effectiveness of local one-stop delivery systems and one-stop centers must also take into account feedback from one-stop customers. The State has delegated to local boards responsibility for development and utilization of methods for measuring local area customer satisfaction, as the characteristics and demographics of each local area vary and each local board is best positioned to develop and implement appropriate methods for assessing customer satisfaction.

(2) Local level results for Program Year 2019

Each local area provided summary information regarding customer satisfaction outreach efforts during Program Year 2019 for:

- Title I adult, dislocated worker, and youth program participants;
- employers;

- other one-stop center/delivery system customers; and
- one-stop center/delivery system partners.

Based on the information provided in the summaries, the State will provide additional technical assistance to local areas on customer satisfaction outreach regarding (a) development of customer satisfaction outreach methods, (b) generalizability and representativeness of outreach results to unique customer populations, and (c) the significance of random sampling in relation to generalizability and representativeness of outreach results.

(A) Greater Lincoln Workforce Development Area

Summary information regarding Program Year 2019 customer satisfaction outreach by the Greater Lincoln Workforce Development Area is provided in [Appendix I](#). Based on the information provided in the summary, the State is not able to determine if the results of Greater Lincoln's outreach efforts are generalizable to or representative of:

- Title I adult, dislocated worker, and youth program participants because:
 - participants were not surveyed as a unique customer population, separate from other one-stop center/delivery system customers;
 - the survey methodology, as described, isn't statistically sound as it focuses only on participants visiting the American Job Center or outreach is passive (i.e., career planners providing a link to a customer satisfaction survey in email signature blocks); and
 - unique results for Title I participants were not provided;
- the employer customer population because outreach focused only on employers participating in hiring events;
- other one-stop center/delivery system customers because:
 - other one-stop center/delivery system customers were not surveyed as a unique customer population, separate from Title I participants; and
 - the survey methodology, as described, isn't statistically sound as it focuses only on customers visiting the American Job Center;
- one-stop center/delivery system partners because the survey methodology, as described, isn't statistically sound as it is unclear whether one-stop *system* partners, in addition to one-stop *center* partners, were included in outreach.

(B) Greater Nebraska Workforce Development Area

Summary information regarding Program Year 2019 customer satisfaction outreach by the Greater Nebraska Workforce Development Area is provided in [Appendix II](#). Based on the information provided in the summary, the State is not able to determine if the results of Greater Nebraska's outreach efforts are generalizable to or representative of:

- Title I adult, dislocated worker, and youth program participants because participants were not surveyed as a unique customer population, separate from other one-stop center/delivery system customers; and
- other one-stop center/delivery system customers were not surveyed as a unique customer population, separate from Title I participants.

Customer satisfaction outreach to one-stop center/delivery system partners was not performed by Greater Nebraska during Program Year 2019.

(C) Greater Omaha Workforce Development Area

Summary information regarding Program Year 2019 customer satisfaction outreach by the Greater Omaha Workforce Development Area is provided in [Appendix III](#). Based on the information provided in the summary, the State is not able to determine if the results of Greater Omaha's outreach efforts are generalizable to or representative of:

- Title I youth program participants due to a low response rate;
- the employer customer population because outreach to employers engaged through Title I adult and dislocated worker programs focuses only on employers participating in monthly hiring events; and
- the other one-stop center/delivery system customer population because of the limited information provided in the summary.

Customer satisfaction outreach to one-stop center/delivery system partners was not performed by Greater Omaha during Program Year 2019.

(e) Progress on the Combined State Plan goals

In the State's 2018 Combined State Plan modification, the plan partners identified four goals for preparing an educated and skilled workforce that meets the needs of employers.

Goal 1. Enhance coordination between plan partners and other key workforce system stakeholders to:

- ensure jobseekers and employers are provided coordinated and seamless services;
- reduce duplication of effort; and
- maximize the resources among the state's workforce system partners.

Goal 2. Increase workforce participation by:

- expanding access to assessment, education, training, and employment services and other workforce development activities; and
- preparing jobseekers, including individuals in Nebraska who are experiencing barriers to employment and other populations, for occupations that provide family-sustaining wages.

Goal 3. Enhance employer engagement through industry sector partnership initiatives, guided by workforce and industry data to support identification of:

- future industry needs;
- opportunities for collaboration among industry sector employers; and
- potential workforce disruptions.

Goal 4. Promote economic self-sufficiency among Nebraska's jobseekers and reduce public-assistance dependency by increasing postsecondary credential attainment, employment, retention, and earnings to:

- meet the skill requirements of employers; and
- enhance productivity and competitiveness of Nebraska.

Progress toward meeting the vision and goals, as they relate to Title I youth, adult, and dislocate worker programs and the Title III Wagner-Peyser Employer Service, is described throughout this report.

(f) Sector strategies and career pathways

(1) Greater Lincoln Workforce Development Area

During Program Year 2019, Greater Lincoln worked to build, and support sector strategies and career pathways through the efforts described below.

(A) Southeast Nebraska Healthcare Partnership

Healthcare leaders from Gage, Lancaster, Saunders and Seward have gathered quarterly to work together on talent pipeline and care coordination efforts. This effort is business-led and includes over 40 healthcare organizations. Despite on-going discussion among the Partnership's recruitment/talent pipeline team, a lack of any substantive action by the team and the advent of the COVID pandemic has brought all activity to a halt as the Partnership is currently in hiatus. However, the Partnership's leadership team recently met to discuss existing hiring needs, as well as interest in reconvening the full Partnership. Though a decision on the path forward for the full Partnership is pending, hiring continues to be an area of need among some of the Partnership members. This is particularly true for positions in lower skill levels within the healthcare industry (CNA, medical assistant, and resident assistant).

(B) EmployLNK

Business services for the American Job Center and Title 1B programs are coordinated through EmployLNK. EmployLNK is a collaboration of workforce development agencies in Lincoln including the Nebraska Department of Labor, Lincoln Partnership for Economic Development/Prosper Lincoln, Lutheran Family Services, Catholic Social Services, Nebraska VR Program, Center for People in Need, Nebraska Commission for the Blind and Visually Impaired, and Veterans Affairs. EmployLNK is the single point of contact for businesses to interact with the agencies that provide workforce development services and organize job fairs and other employment-focused events. In addition to monthly meetings to share common issues and hear from Lincoln businesses on their openings, EmployLNK also plans career fairs for Veterans, adults, and students and plans a reverse-pitch job fair for case managers to learn about jobs in the local area.

(C) Reentry

Prior to COVID, the American Job Center assisted a significant number of ex-offenders preparing to reenter the workforce. In collaboration with Nebraska Department of Labor and justice system partners, several planning sessions were hosted, resulting in the development of a referral form and flow chart to assist the justice system partners.

(2) Greater Nebraska Workforce Development Area

Supported by the Sector Partnership Program Act, Greater Nebraska has worked to develop sector strategies based on data and guided by industry and local area businesses. Greater Nebraska's sector-strategy focus is on health care and manufacturing based on projected regional growth. Several sector-based partnerships have been created in conjunction with these strategies. These partnerships are business-led, with the focus and goals determined by regional

needs (recruitment, retention, partnering with schools, etc.). In Greater Nebraska, there are a total of five partnerships, three in manufacturing and two in healthcare. Labor force has been identified as a top issue by all partnerships. One strategy implemented during COVID was to provide virtual tours through FaceTime, where students could engage with employers and ask questions. To support this strategy, the Nebraska Departments of Labor and Economic Development put together industry tour videos.

(A) Sector partnerships

The Central Region Partnership is a manufacturing partnership focusing on the following sector needs:

- building partnerships with schools;
- creating manufacturing and training opportunities;
- marketing and branding;
- air and ground transit; and
- creating new websites.

The Northeast Region Sector Partnership is a manufacturing partnership focusing on the following sector needs:

- improving the image of manufacturing;
- talent pipeline; and
- infrastructure.

The Southeast Region Sector Partnership is a rural area manufacturing partnership (RAMP) focusing on the following sector needs:

- career awareness;
- educational partnerships and outreach;
- recruiting and talent pool; and
- partnership engagement and regional participation.

The Tri-Cities (Grand Island, Hastings, Kearney) Sector Partnership is a manufacturing partnership focusing on the following sector needs:

- transportation;
- education; and
- branding.

(B) Industry- and region-specific strategies

Central Nebraska Manufacturing Partnership

Many small manufacturers in the Partnership having only one training person formed a training group that met on a regular basis during Program Year 2019. Greater Nebraska provided training opportunities for the employers in the Partnership.

- Greater Nebraska collaborated with the Partnership, along with Central Community College, to assist with an application to the State's Worker Training Grant Program for incumbent worker training.
- Greater Nebraska also funded OJT for 56 eligible new employees of Royal Engineered Components (a Federal contractor in rural Nebraska producing aerospace products), reimbursing Royal Engineered Components in the amount of \$158,743 under OJT contracts.

Grow Grand Island

In April 2019, [Grow Grand Island](#) awarded the Grand Island Area Chamber of Commerce a \$65,000 grant for targeted recruitment of workers, a focused effort using three approaches to improve workforce sustainability:

- employing strategies designed to reach target audiences (area high school graduates and college graduates and employers and job seekers in surrounding states);
- alignment of training resources available through the Career Pathway Institute and career academies, postsecondary education providers, apprenticeship programs, internships, and job-shadowing opportunities; and
- collaborating with partners and programs providing work-based training and occupational skills training.

Maschhoffs Progress Farming

Greater Nebraska worked with Maschhoffs Progress Farming regarding strategies for hiring Veterans and increasing worker skills. Greater Nebraska assessed Maschhoffs' hiring needs and determined which of its staff positions were H3 (high demand, high wage, high skill). Greater Nebraska also evaluated Maschhoffs' retention rate and qualification requirements regarding education, experience, credentials, and licenses and used the information from the evaluation to identify potential:

- strategies for hiring Veterans and increasing worker skills; and
- service delivery options, including OJT and internships.

Following the assessment and evaluation, Greater Nebraska assisted Maschhoffs to address barriers it encountered when targeting qualified Veterans during recruitment. Greater Nebraska advised Maschhoffs on:

- outreach efforts by Title I programs, Wagner-Peyser, and NERes (RESEA) regarding identification of Veterans; and

- priority-of-service for Veterans.

Greater Nebraska provided Maschhoffs with detailed labor market information that demonstrated the number of Veterans that may be potential candidates for Title I and JVSG program enrollment. Greater Nebraska provided additional information regarding occupational skills training, career services, and OJT services available to support Veteran candidates through occupational skills development and work experience. Greater Nebraska developed a detailed service strategy for Maschhoffs that included:

- partner-agency commitments to increase worker skills and employee retention;
- recruiting tactics for potential Veteran candidates; and
- information regarding a process for reverse referrals to determine candidate eligibility for Title I and JVSG programs.

MMP Enterprise

In July 2019, Greater Nebraska partnered with MMP Enterprises, a Canadian company that leased the distribution center previously operated by Cabela's (acquired by Bass Pro Shops). MMP planned to establish a North American distribution center using Cabela's former Sidney distribution center facility. Program staff in the Sidney and Alliance one-stop centers initially co-enrolled four dislocated workers from Cabela's and placed them in OJT with MMP, funded by the Title I dislocated worker and TET-DWG programs. Unfortunately, MMP cancelled its plans to establish the North American distribution center in September 2019, and the participants were laid off. The Title I dislocated worker program provided subsequent career and supportive services to the participants and successfully placed them in employment.

Southeast Region Sector Partnership (manufacturing)

During Program Year 2019, the Partnership collaborated with local education service units⁶ to:

- develop a platform that will connect key partners to schools through coordination with Partnership employers;
- develop a pilot program, in partnership with Seward County Economic Development, for apprenticeships, job shadowing opportunities, and internships;
- leverage Perkins dollars to benefit Career Technical Education (CTE) through scalable partnerships;
- purchase computer-aided design and drafting technology, robotics, computer numerical control equipment, and 3D printers, which have been made available to schools for use in classrooms as part of manufacturing careers exploration programs; and

⁶ Nebraska Educational Service Units (ESUs) are intermediate agencies providing supplementary educational services to school districts in Nebraska. Educational Service Units were created by the Nebraska Legislature in 1965. Currently, there are 18 units, across the state serving school districts in multiple counties. Schools benefit from cooperative programs provided through the service units that can increase cost-effectiveness. The services and programs provided by ESUs have evolved over the years to meet the changing needs and requests of school districts. The current statutes outlining the mission and roles of ESUs focuses on providing core services in the areas of staff development, technology, and instructional material services.

- support manufacturers with production of videos highlighting their respective companies.

Worldwide Trophy Adventures

During November and December 2019, Title I dislocated worker and TET-DWG programs were able to place two dislocated Cabela's employees in OJT with Worldwide Trophy Adventures in Sidney.

Xpanxion/UST Global

In November 2018, Greater Nebraska issued a letter of commitment to Xpanxion/UST Global to provide up to \$250,000 in reimbursements for qualified dislocated workers who are hired and complete and OJT or customized training program. This commitment provided training for up to 50 qualified dislocated workers, with an average employer reimbursement rate of \$5,000 per new employee. Funding for this commitment came from a combination of funds provided by the local Title I dislocated worker program and TET-DWG. Between July 2019 and January 2020, the Sidney one-stop center screened more than 50 individuals for Title I dislocated worker and TET-DWG eligibility and successfully enrolled 16 individuals and placed them in OJT with Xpanxion/UST Global, resulting in \$107,520 for wage reimbursements funded by Title I dislocated worker and TET-DWG programs.

(3) Greater Omaha Workforce Development Area

Career Exploration and Networking Tours (CENTS)

The CENTS program provides an opportunity to transport individuals from north and south Omaha to target-industry employer sites. During a full-day CENTS experience, job seekers are able to explore career pathways from beginning to end.

Career Placement Pipelines

The Career Placement Pipeline program (CPP) is one of the most effective ways to engage job seekers, businesses, and additional support programs and mechanisms to prepare and match individuals directly to career opportunities. The design creates opportunity for deeper employer connections. Industry is supporting the process by providing industry insights and corporate culture introductions, conducting job-skill alignment activities, and partnering to develop innovative retention strategies. The CPP model is embedded into Metropolitan Community College's short-term training certification programs, which place high emphasis on the process of intentional matching of businesses with job seekers who have attained essential workplace skills and training. Continual efforts are being made for additional employers and other high-demand industry sectors to be able to participate and benefit from the process.

Career Readiness to Eliminate Disparities (CRED)

The fourth year of the Career Readiness to Eliminate Disparities (CRED) program focused on expanding and scaling programs and practices that have proven to be effective as a result of collective work by Greater Omaha and its vast network of stakeholder partners, industry, and community leaders. Collectively, CRED partners made significant contributions to Greater Omaha's efforts to meet its organizational mission and strategic initiative goals and objectives. Employer outreach and business engagement remains critical to the effectiveness of the CRED Strategy. More than 40 businesses partnered with the CRED program during Program Year

2019. In addition, the CRED Short-term Training Fund was established in 2019 to support attainment of industry-specific transferable certifications deemed necessary by area employers. The short term, high-demand certifications prepare job seekers for sustainable careers. The CRED Short-term Training Fund provides a one-time funding opportunity for short-term training programs that lead to certifications in high-demand industries. Funded recipients work with Greater Omaha career readiness navigators for job coaching.

Greater Omaha WorkLab (GrOW)

GrOW is the newest operating member in the WorkLab Innovations national nonprofit network that brings together businesses and community resources to enact new ideas and provide solutions, with the power to improve the lives of America's frontline workers. WorkLab was founded by four organizations with a common goal of providing frontline workers with access to post-hire support to address barriers to sustained employment. WorkLab's vision is to help employers across the nation collaborate with their local communities and invest in the local workforce, resulting in better jobs and inclusive economic growth. At the core of GrOW's work is the Sustainable Workforce Model, an employer-partnered approach to supporting frontline talent. The Sustainable Workforce Model places specially trained navigators in the workplace to provide personalized, immediate assistance when workers need it most. Navigators help workers address barriers impacting stable employment such as childcare, transportation, housing, health, and financial stability. Navigators offer confidential assistance, connect employees with services and community resources, assist with customized planning for work and life stability, and provide career and financial coaching.

Heartland Work Ready Communities Initiative

The Heartland Work Ready Communities Initiative partners with the Greater Omaha Workforce Development Board, economic development organizations, K12, community colleges, businesses, and local governments. The Initiative worked diligently during Program Year 2019 to meet initiative goals and achieved its goal to officially certify Douglas County as an official Work Ready Community. The required goals for certification were: 1,453 National Career Readiness Certificate (NCRC) holders and 228 businesses signed-on to recognize the NCRC credential.

[\(4\) Work-based training and career pathways](#)

Registered Apprenticeship

Registered Apprenticeship continued to grow in Nebraska during Program Year 2019, with the addition of 43 new programs, 18 of which being youth Registered Apprenticeships, as mentioned in [Section II\(a\)\(2\)](#). Some of the highlights include the continued growth of manufacturing Registered Apprenticeships for youth and adults in the Grand Island area. In the Omaha and western Nebraska areas several automotive technician and diesel mechanic Registered Apprenticeship programs were established, and Lincoln became home to the first airframe technician Registered Apprenticeship program in Nebraska. In addition, through coordination with the US Department of Labor State Office of Apprenticeship, a relationship with MedCerts was established. MedCerts has established Registered Apprenticeship standards for multiple occupations and also serves as the related technical instruction provider through all-online courses. As a partner, MedCerts is able to provide Nebraska employers with proven training and occupational outlines. In addition, Tectonic, a Colorado based employer is working to establish a Registered Apprenticeship program in the Omaha area for program and software development;

however, COVID stalled progress on establishment of the program in the Omaha. The budding partnerships with MedCerts and TechTonic will help promote healthcare and technology related Registered Apprenticeships in Nebraska.

Pre-apprenticeship

As stated in [Section II\(a\)\(2\)](#), implementation of the State's *Pre-apprenticeship Program 2019* is pending finalization of processes for building new pre-apprenticeship programs. However, Nebraska Department of Labor (NDOL) Registered Apprenticeship Program staff have continued efforts to support development of quality pre-apprenticeship programs.

Jobs for America's Graduates (JAG)

Nebraska's commitment to increasing high-school graduation rates, attainment of postsecondary credentials, and quality employment in in-demand occupations for in-school youth is evident through its implementation of JAG Nebraska. Nebraska began implementation of the JAG model in the fall of 2018. In January 2019, three sites were launched and launch of five additional sites in planned for 2021. JAG Nebraska was established to help high-barrier youth graduate from high school and make successful transitions to postsecondary education or meaningful employment. JAG Nebraska follows JAG national standards, the success of which has been empirically proven over 38 years and continuously updated to meet the evolving needs of today's youth. JAG Nebraska serves high-barrier youth through an in-school for-credit research-backed course including more than 80 competencies that lead to successful outcomes. These competencies focus on building workplace readiness and life skills necessary to graduate high school and obtain employment or transition to another positive post-graduation outcome (military enlistment, college enrollment, etc.). The combination of workplace readiness and life skills training, coupled with intensive supportive services, has proven successful for more than 1.25 million youth in 35 states since 1980.⁷ These high-barrier youth, often labeled "at-risk" and unlikely to complete high school, have beat the odds with the support of JAG programs. The national JAG Class of 2017 had a graduation rate of more than 95 percent.⁸ In addition to high graduation rates, JAG graduates are 2.3 times more likely to be employed full time compared to the general population of youth ages 18 to 20 years.⁹ Further, research conducted by Drexel University on post-high school employment outcomes for JAG graduates shows significant gains in weekly earnings, higher hourly wages, and better non-wage compensation, including health insurance and retirement benefits.¹⁰

Worker Training Program

Nebraska's Worker Training Program (WTP) is a state-funded program designed to support the retraining and upskilling of existing workers, currently employed in or being trained for high quality long-term jobs that enhance business productivity.¹¹ During Program Year 2019, the program funded 152 grants, in whole or in part, with 60.3 percent of all grant applications being funded. By awarding \$918,762.00 throughout the state, WTP will benefit an estimated 319 Nebraska

⁷Jobs for America's Graduates, "The JAG Advantage, Taking JAG to the Next Level, JAG 2017 – 2018 Annual Report"

⁸ Ibid.

⁹ Jobs for America's Graduates, "The JAG Edge: Graduation and Jobs...Second to None! JAG 2016 – 2017 Annual Report"

¹⁰ Ibid.

¹¹ Additional information on WTP is accessible at

<https://dol.nebraska.gov/EmploymentAndTraining/Training/WorkerTrainingProgram>.

businesses and more than 3,400 Nebraska workers. Matching funds from participating employers exceeded \$4.2 million. The top training activities last year (ranked by the number of approved requests) include:

1. Manufacturing/machine operations, 25 grants were awarded (16.4 percent of all WTP grants approved);
2. Leadership, 22 grants awarded (14.4 percent of grants approved)
3. Management/supervision, 16 grants awarded (10.5 percent of grants)
4. Lean/Kaizen/Six Sigma/ISO-related, 13 grants awarded (8.5 percent)
5. Workplace safety/HAZWOPPER/OSHA, 13 grants (8.5 percent)
6. IT (development/programming/software), 10 grants (6.5 percent)
7. Electricals/programmable logic controls, 9 grants (5.9 percent)
8. Apprenticeships, 9 grants (5.9 percent)
9. Communications, 7 grants (4.6 percent)
10. Medical techniques/issues, 7 grants (4.6 percent)

(g) Small state minimum allotment exception

The State did not receive a small state minimum allotment exception for Program Year 2019.

(h) Performance accountability system

(1) State-specific performance measures

The State did not establish state-specific performance measures or goals for Program Year 2018.

(2) Deficiencies

The State's performance results for Title I adult, dislocated worker, and youth programs and the Title III Wagner-Peyser Employment Service for Program Year 2019 are provided in [Appendix IV](#). While the State met negotiated levels of performance for the programs, the State has provided and will continue to provide technical assistance to local areas regarding performance on the Title I youth program credential attainment indicator for Program Year 2019, which was much lower than expected.

(3) Co-enrollment and common exit

(A) Co-enrollment

Requirement

Under the State's current performance accountability policy,¹² the State requires that co-enrollment of participants occur whenever eligibility permits. This co-enrollment requirement applies to:

- local Title I adult, dislocated worker, and youth programs;

¹² The policy is accessible at <https://dol.nebraska.gov/webdocs/getfile/0ab5ca8e-5328-4dda-9b92-aa77f304532e>.

- Wagner-Peyser;
- JVSG;
- TAA; and
- DWG programs, whether administered at state or local levels.

Further, all DWG and TAA participants must be, at a minimum, co-enrolled in a local dislocated worker program.

In addition to the State's co-enrollment requirement, there are Federal co-enrollment requirements for certain programs.

- Local Title I youth programs must co-enroll ISY in a Title I adult or dislocated worker program in order for ISY to use an Individual Training Account for occupational skills training.¹³
- Individuals participating in Nebraska's RESEA program (NEres) must be co-enrolled in Wagner-Peyser.¹⁴

Partner programs

For programs subject to the State's co-enrollment requirement, partner programs in which participants may be co-enrolled include, but are not limited to:

- local Title I adult, dislocated worker, and youth programs;
- Adult Education and Family Literacy Act program;
- Wagner-Peyser;
- vocational rehabilitation programs provided by the:
 - Nebraska Commission for the Blind and Visually Impaired; and
 - Nebraska VR Program;
- DWG programs;
- Indian and Native American (INA) employment and training programs;
- Job Corps;
- JVSG;
- National Farmworker Jobs Program provided by Proteus;
- Senior Community Service Employment Program;
- TAA;
- Unemployment Insurance; and
- employment and training programs provided by:

¹³ TEGL 21-16

¹⁴ UIPLs 8-18 and 7-19

- Supplemental Nutrition Assistance Program (SNAP); and
- Temporary Assistance for Needy Families program (TANF);
- YouthBuild.

(B) Common exit

Under the State’s current performance accountability policy,¹⁵ common exit occurs when a participant enrolled in one or more partner programs has not received services from any program in which the individual is enrolled for at least 90 days and no future services are planned. A participant is exited from all co-enrolled programs only when exit criteria are met for all co-enrolled programs. The State’s a common-exit requirement that applies to all participants who are co-enrolled in:

- local Title I adult, dislocated worker, and youth programs;
- Wagner-Peyser;
- JVSG;
- TAA; and
- DWG programs.

This common exit requirement does not apply to participants who are co-enrolled in other partner programs.

(4) Negotiated performance levels

The State’s negotiated levels of performance for Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service for Program Year 2018 and Program Year 2019 are listed below in Tables 3 through 6. Negotiated levels of performance for local Title I programs for Program Years 2018 and 2019 were the same as the State’s.

Table 3. Performance indicator: employment, 2nd quarter after exit

Program	PY 2018 negotiated level of performance	PY 2019 negotiated level of performance
Adults	78%	78%
Dislocated Workers	87%	87%
Youth	78%	78%
Wagner-Peyser	73%	73%

Table 4. Performance indicator: employment, 4th quarter after exit

Program	PY 2018 negotiated level of performance	PY 2019 negotiated level of performance
Adults	79%	79%
Dislocated Workers	88%	88%
Youth	77%	77%
Wagner-Peyser	73%	73%

¹⁵ The policy is accessible at <https://dol.nebraska.gov/webdocs/getfile/0ab5ca8e-5328-4dda-9b92-aa77f304532e>.

Table 5. Performance indicator: median earnings, 2nd quarter after exit

Program	PY 2018 negotiated level of performance	PY 2019 negotiated level of performance
Adults	\$6,000	\$6,000
Dislocated Workers	\$7,500	\$7,500
Youth	NA for PY18	NA for PY19
Wagner-Peyser	\$5,800	\$5,800

Table 6. Performance indicator: credential attainment, within 4 quarters after exit

Program	PY 2018 negotiated level of performance	PY 2019 negotiated level of performance
Adults	56%	56%
Dislocated Workers	60%	60%
Youth	68%	68%
Wagner-Peyser	NA to Wagner-Peyser	NA to Wagner-Peyser

Note: During future Program Years, performance of Title I adult, dislocated worker, and youth programs will also be assessed on fifth indicator, measurable skill gain rates during program participation.

(5) Data validation and integrity

The State has established data validation procedures for Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service, the purposes of which are to:

- verify that the performance data reported to ETA are valid, accurate, reliable, and comparable across programs;
- identify anomalies in data and resolve issues that may cause inaccurate reporting;
- identify acceptable source documentation required for data elements; and
- improve program performance accountability through the results of data validation efforts.

For Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service, the State is required to perform regular data element validation on the 24 common data elements listed in [Appendix V](#).¹⁶ Appendix V also identifies the acceptable source documentation necessary to validate the common data elements. The State is currently updating policy to address the data validation requirements established under TEGL 23-19.

(A) Procedures

System-automated Data Validation

Data is validated quarterly and annually through large-scale, system-automated data validation, which occurs at the state-level through the following processes.

¹⁶ TEGL 7-18

1. The State's vendor for NEworks¹⁷ provides a full PIRL¹⁸ file on a daily basis through secure file transfer, which is then uploaded to the WIPS¹⁹ data validation and reporting clearinghouse during quarterly and annual reporting cycles.
2. The full PIRL file passes through a preliminary data validation and edit check protocol, which scans all individual and programmatic data elements. The edit check searches for date range errors and inconsistencies, anomalies, and waterfall errors (i.e., if element a = 1, element b cannot = 2).
3. Once the full PIRL file successfully clears the edit check protocol, full PIRL reports can be certified by the State.
4. A similar data validation and edit check process for wage data occurs simultaneously in the SWIS²⁰ clearinghouse during quarterly and annual reporting cycles. The data goes through an import/export/validation process within NEworks and is then inserted as aggregate data into the full PIRL file, after which the data is retired from NEworks.

Manual data validation

Nebraska's State WIOA Monitor must perform data validation for Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service on an annual basis.²¹ Data validation is performed according to the following guidelines and processes.

Records sampling

In order to maximize the chances of a representative sample, selection of participant cases for data validation must be performed according to the principle of EPSEM (**E**qual **P**robability of **S**election **M**ethod).²² To follow the EPSEM principle, a sample of *participant cases* is selected so that every participant case in a *program population* has an equal probability of being selected. A *participant case* is the set of records documenting services provided to a program participant. A *program population* is the total number of participants who have exited a program during the previous full Program Year (the data validation timeframe). Samples for each Title I adult, dislocated worker, and youth program and Title III Wagner-Peyser Employment Service are obtained according to the following process.

1. On an annual basis, the NEworks system administrator provides the State WIOA Monitor with four program population lists for the data validation timeframe, one for each Title I program and one for Wagner-Peyser. The lists are provided to the State WIOA Monitor on the latter of the first working day of November or within 15 days of the Federal reporting due date.

¹⁷ NEworks is Nebraska's management information system of record, which is accessible at <https://neworks.nebraska.gov/vosnet/Default.aspx>.

¹⁸ PIRL means Participant Individual Record Layout, a format for reporting program data to the US Department of Labor.

¹⁹ WIPS refers to the Workforce Integrated Performance System, the system by which states report on the performance of workforce programs.

²⁰ SWIS refers to the State Wage Interchange System, which facilitates the exchange of wage data among participating states for the purpose of assessing and reporting on state and local employment and training program performance, evaluating training provider performance, and for other purposes allowed under a SWIS Data Sharing Agreement.

²¹ TEGL 7-18

²² Joseph F. Healey, *Statistics, A Tool for Social Research* (United States: Thomson Wadsworth, 2005), 150.

2. The required number of participant cases is then selected by the State WIOA Monitor from each program population list through systematic sampling,²³ where only the first participant case is randomly selected and every *n*th case thereafter is selected (*n*th = the total program population divided by the required sample size). For example, if the sample is drawn from a list of 247 total participant cases and the required sample size is 37, *n*th = 7. If participant case #13 is randomly selected as the first case, then the second case will be #20, the third #27, and so on until the required number of samples is selected.

Table 7 lists the number of cases that must be selected from each program population for data validation purposes.

Table 7. Required sample size per program

Program population size	Confidence level	Confidence interval	Sample size
1 - 99	95%	15	30
100 - 199	95%	15	35
200 - 299	95%	15	37
300 - 399	95%	15	39
400 - 499	95%	15	39
500 - 599	95%	15	40
600 - 699	95%	15	40
700 - 799	95%	15	41
800 - 899	95%	15	41
900 - 999	95%	15	41
1000 - 1999	95%	15	42
2000 - 4999	95%	15	42
5000 - 9999	95%	15	43
10000 - 14999	95%	15	43
15000 - 19999	95%	15	43
20000 - 24999	95%	15	43
25000 - 29999	95%	15	43
30000 +	95%	15	43

Validating

Data validation of the 24 elements listed in [Appendix V](#) by the State WIOA Monitor for Title I adult, dislocated worker, and youth programs and Title III Wagner-Peyser Employment Service is based on the following guidelines.

1. Each case in each sample is evaluated, comparing the information in NEworks for the data element to the source documentation provided in ECM or NDM,²⁴ to determine if source documentation is:
 - a. present for each of the 24 elements that are applicable to the respective program;²⁵
and

²³ Joseph F. Healey, *Statistics, A Tool for Social Research* (United States: Thomson Wadsworth, 2005), 152.

²⁴ ECM (Enterprise Content Management system) and NDM (NEworks Document Manager) are NDOL's source documentation management systems.

²⁵ Not all data elements in [Appendix V](#) apply to all Title I programs and Wagner-Peyser. For example, data element 1303 (Type of training service #1) does not apply to Wagner-Peyser because Wagner-Peyser does not provide training services.

- b. an acceptable form of source documentation is present for the applicable data element, as described in Appendix V.
2. For most data elements, the validation guidelines in Appendix V provide multiple forms of acceptable source documentation. If multiple types of source documentation²⁶ are present in ECM or NDM for the same data element and the sources conflict, the most objective source should be used to determine if the data element is valid and accurate.

Following the completion of data validation, the State WIOA Monitor provides a report to the NEworks administrator for evaluation.

(i) [Activities provided by state funds](#)

(1) [Rapid Response and layoff aversion](#)

The State's Rapid Response unit provides customized activities onsite or at alternate locations, accommodating work schedules, and assisting companies and workers with job loss. The primary goal of the Rapid Response unit is providing customer-driven solutions, assistance, and support. Onsite responses are offered to all companies facing a downsizing or closing. Rapid Response activities are coordinated at the state level and delivered at the local level by the Rapid Response teams. Required members of each Rapid Response team include:

- Title I dislocated worker program representatives from the applicable local area;
- Title III Wagner-Peyser Employment Service representatives from the applicable local area; and
- Unemployment Insurance (UI) representatives.

Additional members of Rapid Response teams, based on employer characteristics and worker demographics, include:

- TAA and TET-DWG representatives from the applicable local area;
- a Veterans representative; and
- other community partners, such as healthcare, financial information, and community assistance partners.

The Rapid Response unit is responsible for coordinating all Rapid Response activities and ensuring a consistent and cohesive message is delivered statewide to employers and workers. Rapid Response teams determine employer and worker needs and are the primary point-of-contact for employers to ensure consistency, efficiency, and accountability. Rapid Response teams identify employer and worker needs, create Rapid Response service plans and schedules, oversee Rapid Response events, and coordinate and manage data collected during events.

²⁶ Refer to [Appendix V](#) for a list acceptable source documentation types.

Rapid Response events provide an opportunity for Rapid Response teams to meet with workers and make them aware of benefits, services, and resources available to them during their transition to new employment. During Rapid Response events, workers are:

- introduced to Rapid Response team members;
- provided information on Title I adult, dislocated worker, and youth programs (especially the dislocated worker program and TAA, when applicable), Title III Wagner-Peyser Employment Service, and UI;
- provided information regarding available community resources, including services available at American Job Centers (AJCs);
- provided access to Rapid Response laptops and assistance with NEworks registration by Rapid Response team members; and
- provided an opportunity to ask questions about available benefits, services, and resources and receive answers directly from subject matter experts.

During Program Year 2019, Nebraska provided support to 584 employers experiencing or who were at-risk for layoffs for a total of 804 documented staff-assisted services provided. The total number of jobs affected in Nebraska were 1,824. Affected employers were offered on-site and virtual services to include the provision of information for programs and services available through the Nebraska Department of Labor, such as short-time compensation (STC) and a direct connection to the State's Division of Unemployment Benefits.

The State's existing layoff aversion services are limited and heavily reliant upon STC, which is managed through the Nebraska Department of Labor Division of Unemployment Benefits (UI). The State piloted a layoff aversion project during Program Years 2018 and 2019; however, during the pilot project, it was determined that a new layoff aversion strategy must be created that is less cumbersome and more inclusive of local area Title I adult, dislocated worker, and youth programs and UI. The State is currently working on development of alternative layoff aversion strategies.

(j) National Dislocated Worker Grants

(1) Reemployment and Systems Integration – Dislocated Worker Grant (RSI-DWG)

During Program Year 2018, Nebraska's core partners continued development of Nebraska's common intake system under the State's RSI-DWG. The core partners also participated and presented in WINTAC's facilitated discussion among vocational rehabilitation state grantees, during which a number of grantees presented on their approach to common intake and data sharing. At the close of Program Year 2018, the State's common-intake system development was largely complete and active on Nebraska's state network, going through final end-user enhancements to make the site more accessible and transition of the system to a permanent hosting/administration server. During the first quarter of Program Year 2019, the common-intake system was launched and training on the system was provided to the core partners. Additionally, the State received approval on a requested modification of the RSI-DWG that allowed for the acquisition of a Virtual One Stop Greeter system, which now provides one-stop partners with enhanced capabilities to conduct real-time common intake and utilize common-intake data to make effective data-driven decisions. Nebraska's RSI-DWG concluded on September 30, 2019.

(2) Trade and Economic Transition – Dislocated Worker Grant (TET-DWG)

Nebraska's TET-DWG was awarded September 27, 2018, with the period of performance beginning on October 1, 2018. Activities during the first two quarters of the grant focused on

program development, including identification of staff positions, hiring and training of staff, and development of an operations manual. Participant enrollment began in the third quarter of grant operations. At the close of Program Year 2018, 54 participants had been enrolled, 47 of whom were successfully co-enrolled in local Title I dislocated worker programs. Additionally, TET-DWG partnered with the State's Rapid Response unit, services designed to quickly transition dislocated workers to new employment by providing direct reemployment services and providing connections to additional programs and services. During Program Year 2018, TET-DWG enrolled 21 participants who had attended a Rapid Response event, 11 of whom were enrolled in occupational skills training, one participated in OJT, and 16 received supportive services.

During Program Year 2019, enrollments increased significantly: 135 participants were enrolled; 128 were successfully co-enrolled in a Title I dislocated worker program. TET-DWG started a process improvement project of combining enrollments forms between all local area Title I programs to increase the efficiency of co-enrollment with other state programs. Additionally, TET-DWG continued coordination with the State's Rapid Response unit, enrolling 56 participants that attended Rapid Response events, 30 of whom were enrolled in occupational skills training, two participated in OJT, and 27 received supportive services.

In 2018, Xpanxion/UST Global announced the opening of its newest Rural Delivery and Services Center in Sidney, as mentioned in [Section II\(f\)\(2\)\(B\)](#). The new center is intended to serve as a major service delivery center for UST Global's healthcare practice. In 2018, NDOL committed \$250,000 in reimbursements for qualified dislocated workers who were hired and completed an OJT program or customized training program with Xpanxion/UST Global. During Program Year 2019, TET-DWG staff continued to work with Xpanxion/UST Global and encourage reemployment for dislocated workers impacted by the Cabela's closure. All OJTs with Xpanxion/UST Global were completed. The total amount of wage reimbursements was \$107,520. All OJT participants were retained on staff during COVID. Xpanxion/UST Global continues to hire new positions but individuals are currently being hired as temporary workers and not eligible for OJT.

As of the end of Program Year 2019, TET-DWG has expended \$269,620.73: \$131,318.40 for OJT, \$80,701.00 for occupation skills training, and \$57,601.33 for supportive services. An additional \$59,689.04 has been obligated and is expected to be expended within the next few months.

During Program Year 2019, the State applied a grant modification and extension request, what was approved. The extension will allow four additional quarters for enrollments and expenditures (concluding September 30, 2021). TET-DWG is expanding its outreach and marketing efforts. Marketing materials have been created to promote OJTs to employers, as well as brochures to expand on the services available to participants. A scope of work has been drafted to create two videos, one aimed at informing dislocated workers of the availability and benefits of available programs and a second video encouraging employers to take advantage of OJT. The videos will be available on NDOL's public website and commonly used internet sites, such as YouTube. Program staff will also be able to access the video from external locations to promote TET-DWG program options at events and individual meetings. Additionally, TET-DWG is considering radio and business magazine ads for further promotion. Purchase orders have been drafted to purchase marketing materials for the promotion of the TET-DWG program.

(3) Co-enrollment and common-exit requirements for Dislocated Worker Grant (DWG) Programs

The State's established co-enrollment and common-exit requirements apply to all Nebraska DWGs, as described in [Section II\(h\)\(3\)](#).

(k) Technical assistance needs of the State Workforce System

The State has previously technical assistance regarding state and local internal controls and monitoring.

(l) Promising practices, success stories, and challenges

(1) Promising practices

TAA enrolled 44 individuals during Program Year 2019. Partnership with Rapid Response resulted in 35 referrals and seven enrollments. Efforts to increase co-enrollment numbers from Program Year 2018 are proving successful, with current performance at 57.8 percent. Staff have worked with local area partner providers to develop and improve co-enrollment processes. TAA continues to strive to increase these numbers and have learned during COVID that co-enrollment is imperative to helping TAA participants remain on track with their goals when emergencies arise. Nebraska's TET-DWG program proved invaluable during this time and was able to provide supportive services, including rent and mortgage assistance, to keep TAA participants in training during spouse layoffs and/or delays in UI payments.

TAA is working to increase OJT opportunities through increased training and marketing efforts. For example, TAA participants laid off from Fargo Assembly (David City) and Overland Products (Fremont) are reaching completion of training in northeast Nebraska during Program Year 2020. Cross training for TAA staff and NDOL Registered Apprenticeship Program staff, in response to new TAA regulations that increase the timeframe this activity may be covered by TAA, will coincide with Nebraska's push to create more opportunities.

(2) Success stories

Success stories are provided in [Appendix VI](#).

(3) Challenges

(A) COVID

Adapting to the impact of COVID has certainly been a challenge experienced by all workforce development programs in the Nebraska. While Nebraska has fared better to date than many states, early economic losses and workforce losses were significant.

On March 13, in an attempt to slow the spread of COVID in Nebraska, the Governor issued Directed Health Measures requiring school closures and cancellation of many major events across the State. Additional DHMs were issued that limited or prohibited certain business and social activities. The restrictions established under the DHMs resulted in a loss of nearly \$80 billion in tax revenues by early May, 67.8 percent of which were losses of sales and gross receipts and property tax receipts.

Nebraska workers lost more than \$1.5 billion in wages, salaries, and self-employment income between March 14 and May 9. By April 4, Nebraska had lost 96,147 jobs and Nebraska's unemployment rate reached 8.7 percent, the highest recorded for the State. Nebraska's April unemployment rate paled in comparison, though, to the national rate for April of 14.7 percent.

While the UNL Bureau of Business Research reports steady economic recovery during the previous 5 months, it is evident that the effects of COVID and DHM restrictions during the months of March and April will have a long-term effect on the State's workforce and economy. In its June 2, 2020 report on the economic impact of COVID on Nebraska's workforce and economy, the Platte Institute presented figures on projected annualized impacts. Annualized estimated financial impact on wages, salaries, and self-employment income, which are expected exceed \$10 billion.

An assumption for the Institute's calculations is that the current jobs lost are not recovered, which is why the jobs-lost figure remains at 92,790 in the table, the number of jobs lost by May 9. This assumption is not entirely realistic because, as DHMs were lifted during early summer, people began returning to work. Institute researchers believe, however, that some of these jobs will not be recovered, as some businesses have either closed permanently or decided to downsize their workforce. It is expected that, even with the positive impact of CARES Act and Federal Reserve stimulus programs, Nebraska will have net job losses for 2020. It's worth noting that the Institute projected that the annualized average of yearly wages and salaries of jobs lost to be \$32,070, which is well below the state average. This is due to the fact that 70 percent of the jobs lost were in the low-wage industries of hospitality and retail, according to the US Bureau of Labor Statistics. The Institute also provided an annualized estimated impact of lost state and local tax collections, which are projected to exceed \$521 billion.

(B) RTAA expenditures

An area of challenge for TAA continues to be Federal reporting on training and RTAA expenditures through ETA-9130. The State is working diligently to bring these numbers within range. Several meetings with other states that utilize GeoSolutions as their MIS vendor have taken place and new ideas continue to be evaluated. Resolution of this challenge has required continuous meetings and conversations between TAA and the NDOL Division of Finance and performance reporting staff.

(C) TET-DWG

TET-DWG has experienced high rate of program staff turnover, with many citing the temporary status of the program and need for stability as the reason for departure. In addition, TET-DWG has had difficulty with expenditures on participants. Most dislocated workers are employable. This coupled with low unemployment in Nebraska results in many individuals quickly locating their next opportunity.

Employer and dislocated worker outreach has also been a challenge. TET-DWG has a team focused on working with employers to offer OJTs, provide recruitment services, and respond to layoffs. Every employer is offered Rapid Response services. COVID has resulted in more employers declining in person services, which impacts the TET-DWG program's ability to connect with employers. TET-DWG is contracting a project for outreach videos focused toward dislocated workers, as mentioned in [Section II\(j\)\(2\)](#).

(m) Pay-for-performance contracting

Pay-for-performance strategies and contracts were not in use in Nebraska during Program Year 2018.

III. State-required information

(a) Funding and expenditures

As required under Neb. Rev. Stat. § 48-3304, information is provided in [Appendix VII](#) and [Appendix VIII](#) regarding the total amount of Federal funding provided to the State and each local areas for Title I adult, dislocated worker, and youth programs and the amount expended within each program for training services.

Appendix I. Greater Lincoln customer satisfaction outreach during Program Year 2019

Section 1. Customer satisfaction outreach to *WIOA Title I adult, dislocated worker, and youth program participants*

Please provide the information requested in Table 1 about your local area's customer satisfaction outreach to *WIOA Title I program participants* during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 1. Outreach to *WIOA Title IB adult, dislocated worker, and youth program participants*

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	At the American Job Center of Lancaster and Saunders Counties, Title I participants are offered offer electronic surveys as well as hard-copy surveys. Title 1 participants at the American Job Center can submit feedback through a survey that is available on all the computers in the Resource Room. In addition, staff at the American Job Center have access to a touch-screen Tablet that allow surveys to be completed efficiently. Staff utilize this tablet and request customers complete the survey. Finally, hard copy surveys are also available if customers feel more comfortable using this method.
2. Describe how <i>participants</i> were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Outreach by individual Title I program: <i>Participants</i> were randomly selected, by program, from total the population of <i>participants</i> who participated in or exited the program during Program Year 2019. ▪ Outreach by all Title I programs: <i>Participants</i> were randomly selected from the combined total population of <i>participants</i> who participated in or exited the programs during Program Year 2019. 	Career Planners encourage Title 1 participants to complete the customer survey at the American Job Center or virtually. Career Planners include a survey link on their email signature to increase accessibility, frequency and random participation.
3. How many <i>participants</i> were contacted for outreach?	All Dislocated Worker, Adult and Youth participants have access to the survey link via the American Job Center and through a survey link on Title 1 staff's email signature.
4. How many <i>participants</i> responded to outreach?	218 individuals participated in the surveys; however, the surveys were not unique to Title 1 participants. 54 completed the Legacy In Action Survey and 164 completed the Survey for American Job Center Customers.
5. Describe what will be done to improve the response rate for future outreach to <i>participants</i> .	Survey question will be added to identify Title 1 participants by program. Title 1 staff will outreach to participants to complete a survey at specific intervals, such as intake, milestone completion and follow up. Training will be provided to staff by 11-30-20. Surveys will also be made available on the website.
6. Describe the results of outreach to <i>participants</i> .	Survey scores are tabulated for each question. These scores are reviewed and shared no less than monthly with Title 1 staff to identify areas of program strength and areas of opportunity. Survey results are shared with the Board and continuous improvement action steps are identified.
7. Describe all continuous improvement processes for incorporating feedback from <i>participants</i> responding to outreach.	In August 2020, Title 1 service provider leadership facilitated a virtual Youth listening session with Title 1 youth participants. Youth staff were present and information regarding program strengths and opportunity for improvement was shared by participants. A similar listening session will occur for Adults and Dislocated worker during PY20. Survey results are reviewed no less than monthly and action steps are identified. Survey

Information requested	Response
	results are shared with the Board and continuous improvement opportunities are identified.

Section 2. Customer satisfaction outreach to **employers**

Please provide the information requested in Table 2 about your local area's customer satisfaction outreach to **employers** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 2. Outreach to employers

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	Employers who engaged in the One-Stop system for hiring events, job fairs, or other business-related events were followed-up with via email after respective events were held. Businesses are asked: 1. How many people/applicants did you meet with? 2. How many applications were completed? And 3. Did you hire anyone from the event?
2. Describe how employers were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Employers were randomly selected on a daily basis from the total number of employers served each day during Program Year 2019. ▪ Employers were randomly selected on a monthly basis from the total number of employers served each month during Program Year 2019. 	Several employers who engaged with the One-Stop system were reached out to for feedback, especially as it pertains to hiring individuals.
3. How many employers were contacted for outreach?	52 employers who engaged in hiring events during PY19 were reached out to for feedback.
4. How many employers responded to outreach?	18 businesses supplied feedback.
5. Describe what will be done to improve the response rate for future outreach to employers .	Obtaining feedback from businesses, especially about hiring individuals through One-Stop system events, has proven difficult. Specifically, feedback obtained has indicated that it is hard for businesses to know if applicants were recruited from specific hiring events. Nonetheless, we will continue to work with businesses to identify more ways to track this data. In addition, we will reach out to businesses more frequently following hiring events. Finally, we will add questions to our feedback forms that gauge what we, as a workforce system, can do to improve our efforts. At specific milestones, such as completion of an OJT or Work Experience, our Business Services staff will solicit feedback from the employer regarding satisfaction. Training will be provided to staff by November 30, 2020
6. Describe the results of outreach to employers .	Of the 18 businesses who supplied responses, most of them reported getting applicants from our events. Some businesses noted that tracking data i.e. if the applicant was found via the job fair/hiring event, was difficult to track. In addition, identifying whether candidates were hired is also difficult to track, per business feedback. Regardless, feedback about events is typically positive from businesses.
7. Describe all continuous improvement processes for incorporating feedback from employers responding to outreach.	Business feedback should be a key component for continuous improvement. Obtaining satisfaction data in addition to hiring data should be gathered. Furthermore, understanding the business needs of our local businesses should guide what types of events we offer or what types of services we offer to businesses. We will work with local businesses to identify key data to effectively measure our One-Stop system's effectiveness in providing services to businesses.

Section 3. Customer satisfaction outreach to **other one-stop center/delivery system customers**

Please provide the information requested in Table 3 about your local area's customer satisfaction outreach to **other one-stop center/delivery system customers** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 3. Outreach to other one-stop center/delivery system customers

Information requested	Response
<p>1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).</p>	<p>The American Job Center of Lancaster and Saunders Counties offer electronic surveys as well as hard-copy surveys. Customers at the American Job Center can submit feedback through a survey that is available on all the computers in the Resource Room. In addition, staff at the American Job Center do have access to a touch-screen Tablet that allow surveys to be completed efficiently. Staff utilize this tablet and request customers complete the survey. Finally, hard copy surveys are also available if customers feel more comfortable using this method.</p>
<p>2. Describe how other one-stop center/delivery system customers were selected for outreach, for example:</p> <ul style="list-style-type: none"> ▪ Other one-stop center customers/delivery system were randomly selected on a daily basis from the total number of other one-stop center customers/delivery system served each day during Program Year 2019. ▪ Other one-stop center customers/delivery system were randomly selected on a monthly basis from the total number of other one-stop center customers/delivery system served each month during Program Year 2019. 	<p>Customer Surveys are solicited every day at the American Job Center; however, an increased focus on collecting surveys takes place during the first two weeks of each month. Signs are posted throughout the American Job Center encouraging customers to provide feedback. In addition, Customer Surveys are automatically “pulled up” on the computers during the first two weeks of each month.</p>
<p>3. How many other one-stop center/delivery system customers were contacted for outreach?</p>	<p>All customers at the American Job Center are provided the opportunity to provide feedback. Surveys are readily available on all computers in the Resource Room and are available via hard copy. In addition, AJC staff utilize a touch-screen tablet to gather feedback as well. This allows customers an efficient way of providing feedback. Signs are posted within the American Job Center encouraging the completion of surveys.</p>
<p>4. How many other one-stop center/delivery system customers responded to outreach?</p>	<p>218 individuals participated in the surveys; however, the surveys were not unique to Title 1 participants. 54 completed the Legacy In Action Survey and 164 completed the Survey for American Job Center Customers.</p>
<p>5. Describe what will be done to improve the response rate for future outreach to other one-stop center/delivery system customers.</p>	<p>Improvement methods have already been implemented. The American Job Center will continue to use the first two weeks of each month as times in which we more aggressively request feedback/survey completion. During these two weeks, the survey will be the first item customers see when they log-on to a computer. Finally, we can create a “survey station,” in which an allotted tablet is available and advertised as the “survey tablet.” This will allow our request for customer feedback to be more visible and available to customers.</p>
<p>6. Describe the results of outreach to other one-stop center/delivery system customers.</p>	<p>Surveys are completed by those who utilize the AJC. Other partners that are not co-located at the AJC are not utilizing the survey.</p>
<p>7. Describe all continuous improvement processes for incorporating feedback from other one-stop center/delivery system customers responding to outreach.</p>	<p>N/A</p>

Section 4. Customer satisfaction outreach to **one-stop center/delivery system partners**

Please provide the information requested in Table 4 about your local area's customer satisfaction outreach to **one-stop center/delivery system partners** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 4. Outreach to one-stop center/delivery system partners

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	During PY 2019 the Lincoln area One-Stop Operator, in collaboration with the City of Lincoln's Workforce Administrator, created a survey to solicit feedback from workforce partner agencies/programs. Surveys for partners were collected electronically as many workforce partners are not co-located at the American Job Center.
2. Describe how one-stop center/delivery system partners were selected for outreach, for example: <ul style="list-style-type: none"> ▪ All one-stop center/delivery system partners were selected on a quarterly basis during Program Year 2019. 	All partners who maintain a Memorandum of Understanding with the Greater Lincoln Workforce Development Board were surveyed or at least given the option to provide feedback.
3. How many one-stop center/delivery system partners were contacted for outreach?	All partners who have a Memorandum of Understanding with the Greater Lincoln Workforce Development Board.
4. How many one-stop center/delivery system partners responded to outreach?	20 responses were collected. Organizations that provided responses included: Nebraska Department of Labor, Ponca Tribe of Nebraska (Native American WIOA Program), Lincoln Housing Authority, Title1 – Adult, Dislocated Worker, Title1 – Youth, Nebraska Vocational Rehabilitation, National Able-SCSEP, and Nebraska Commission for the Blind and Visually Impaired. Please note, 7 surveys collected from partner organizations were done anonymously.
5. Describe what will be done to improve the response rate for future outreach to one-stop center/delivery system partners .	The response rate from partners was relatively high, with many of the required partners responding. However, the option to complete the survey anonymously was also given. In the future, to make sure all partners respond, we may consider taking this option away. Regardless, all partners were given the opportunity to respond to a survey regarding the Lincoln American Job Center. As the One-Stop delivery system grows, we will request feedback from all community partners, not just partners who have Memorandum's of Understanding.
6. Describe the results of outreach to one-stop center/delivery system partners .	20 responses were received from One-Stop Partners. Most of the partners who have Memorandum of Understandings with the Greater Lincoln Workforce Development Board did respond. Seven surveys were anonymous, so it is difficult to determine if other One-Stop partners provided responses.
7. Describe all local area continuous improvement processes for incorporating feedback from one-stop center/delivery system partners responding to outreach.	Collecting feedback from One-Stop system partners only occurred once during PY 2019. To encourage an environment of continuous improvement, we can offer surveys annually. In addition, we can indicate what changes were made from feedback gathered and share these changes with One-Stop system partners.

Appendix II. Greater Nebraska customer satisfaction outreach during Program Year 2019

Section 1. Customer satisfaction outreach to *WIOA Title I adult, dislocated worker, and youth program participants*

Please provide the information requested in Table 1 about your local area's customer satisfaction outreach to *WIOA Title I program participants* during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 1. Outreach to *WIOA Title IB adult, dislocated worker, and youth program participants*

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	Customer satisfaction surveys are sent out through a Survey Monkey link.
2. Describe how <i>participants</i> were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Outreach by individual Title I program: <i>Participants</i> were randomly selected, by program, from total the population of <i>participants</i> who participated in or exited the program during Program Year 2019. ▪ Outreach by all Title I programs: <i>Participants</i> were randomly selected from the combined total population of <i>participants</i> who participated in or exited the programs during Program Year 2019. 	Participant surveys are sent out twice a year by email in July and November to all individuals who received a staff assisted service in the previous 90 days.
3. How many <i>participants</i> were contacted for outreach?	PY19 survey sent out in November: 4,113 PY19 survey sent out in July: 4711
4. How many <i>participants</i> responded to outreach?	PY19 survey sent out in November: 9.16% PY19 survey sent out in July: 11.05%
5. Describe what will be done to improve the response rate for future outreach to <i>participants</i> .	Response rate goal is 10-20%. The Greater Nebraska Workforce Development Board will be discussing additional outreach methods to increase the response rate.
6. Describe the results of outreach to <i>participants</i> .	Response rates dropped from PY18 to PY19. Survey results remain favorable, with respondents indicating they are satisfied with the services they receive and how the staff welcome and/or treat them. Unfavorable responses correlate with comments expressing frustration with the UI system.
7. Describe all continuous improvement processes for incorporating feedback from <i>participants</i> responding to outreach.	All results are broken down by office to be utilized to address any positive or negative trends within each specific office. Survey participants who indicate they would like to be contacted and provide their name and phone number receive a follow up call to address any concerns or feedback they would like to provide. Anonymous feedback is utilized to identify areas of improvement to increase customer satisfaction. The System Coordination Committee and Board reviews the survey results at each meeting and discusses strategies to improve the process or address specific feedback.

Section 2. Customer satisfaction outreach to *employers*

Please provide the information requested in Table 2 about your local area's customer satisfaction outreach to *employers* during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 2. Outreach to employers

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	Electronic services via Survey Monkey
2. Describe how employers were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Employers were randomly selected on a daily basis from the total number of employers served each day during Program Year 2019. ▪ Employers were randomly selected on a monthly basis from the total number of employers served each month during Program Year 2019. 	Employer surveys are sent out in April via email to all employers receiving a service within the last year.
3. How many employers were contacted for outreach?	PY19 survey sent out in April: 1,987
4. How many employers responded to outreach?	PY19 survey sent out in April: 12.7%
5. Describe what will be done to improve the response rate for future outreach to employers .	The employer survey will be sent out twice in PY20 to increase the response rate.
6. Describe the results of outreach to employers .	Response rates from PY18 to PY19 increased, with results remaining favorable. Outreach was expanded to employers that received a staff assisted service in the last year instead of the last 90 days as some seasonal employers may have been missed.
7. Describe all continuous improvement processes for incorporating feedback from employers responding to outreach.	All results are broken down by office to be utilized to address any positive or negative trends within each specific office. The System Coordination Committee and Board reviews the survey results at each meeting and discusses ways to improve the process or address specific feedback.

Section 3. Customer satisfaction outreach to **other one-stop center/delivery system customers**

Please provide the information requested in Table 3 about your local area’s customer satisfaction outreach to **other one-stop center/delivery system customers** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 3. Outreach to other one-stop center/delivery system customers

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	Customer satisfaction surveys are sent out through a Survey Monkey link.
2. Describe how other one-stop center/delivery system customers were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Other one-stop center customers/delivery system were randomly selected on a daily basis from the total number of other one-stop center customers/delivery system served each day during Program Year 2019. ▪ Other one-stop center customers/delivery system were randomly selected on a monthly basis from the total number of other one-stop center customers/delivery system served each month during Program Year 2019. 	Customer surveys are sent out twice a year by email in July and November to all individuals who received a staff assisted service in the previous 90 days.
3. How many other one-stop center/delivery system customers were contacted for outreach?	PY19 survey sent out in November: 4,113 (This number includes Title 1 WIOA, JVSG, Trade, and Wagner-Peyser participants.) PY19 survey sent out in July: 4711
4. How many other one-stop center/delivery system customers responded to outreach?	PY19 survey sent out in November: 9.16% PY19 survey sent out in July: 11.05%
5. Describe what will be done to improve the response rate for future outreach to other one-stop center/delivery system customers .	Response rate goal is 10-20%. The Greater Nebraska Workforce Development Board will be discussing additional outreach methods, pending the onboarding of a new One Stop Operator, to increase the response rate.

Information requested	Response
6. Describe the results of outreach to other one-stop center/delivery system customers .	Response rates dropped from PY18 to PY19. Survey results remain favorable, with respondents indicating they are satisfied with the services they receive and how the staff welcome and/or treat them. Unfavorable responses correlate with comments expressing frustration with the UI system.
7. Describe all continuous improvement processes for incorporating feedback from other one-stop center/delivery system customers responding to outreach.	<p>All results are broken down by office to be utilized to address any positive or negative trends within each specific office.</p> <p>Survey participants who indicate they would like to be contacted and provide their name and phone number receive a follow up call to address any concerns or feedback they would like to provide. Anonymous feedback is utilized to identify areas of improvement to increase customer satisfaction.</p> <p>The System Coordination Committee and Board reviews the survey results at each meeting and discusses strategies to improve the process or address specific feedback.</p>

Section 4. Customer satisfaction outreach to **one-stop center/delivery system partners**

Please provide the information requested in Table 4 about your local area's customer satisfaction outreach to **one-stop center/delivery system partners** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 4. Outreach to one-stop center/delivery system partners

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	At this time, we do not provide surveys to one-stop center partners.
2. Describe how one-stop center/delivery system partners were selected for outreach, for example: <ul style="list-style-type: none"> ▪ All one-stop center/delivery system partners were selected on a quarterly basis during Program Year 2019. 	N/A
3. How many one-stop center/delivery system partners were contacted for outreach?	N/A
4. How many one-stop center/delivery system partners responded to outreach?	N/A
5. Describe what will be done to improve the response rate for future outreach to one-stop center/delivery system partners .	N/A
6. Describe the results of outreach to one-stop center/delivery system partners .	N/A
7. Describe all local area continuous improvement processes for incorporating feedback from one-stop center/delivery system partners responding to outreach.	N/A

Appendix III. Greater Omaha customer satisfaction outreach during Program Year 2019

Section 1. Customer satisfaction outreach to *WIOA Title I adult, dislocated worker, and youth program participants*

Please provide the information requested in Table 1 about your local area's customer satisfaction outreach to *WIOA Title I program participants* during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 1. Outreach to *WIOA Title IB adult, dislocated worker, and youth program participants*

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	<p>a. Title I Youth program: For Youth Program employers and participants there are 3 surveys:</p> <ol style="list-style-type: none"> 1. <u>General Customer</u> Satisfaction survey for all active and follow-up participants. This survey is provided after initial intake meeting, after participant completes quarterly follow-up, and after participant takes part in a workshop/event/activity with our team. 2. <u>Work Experience/OJT participants</u> to complete at end of their WE/OJT. 3. <u>Employer WE/OJT Customer Satisfaction per participant</u>. This is sent to the employer by the BSR to report out their experience with each WE/OJT participant provided to them. <p>b. Title IB adult, dislocated worker: Electronic survey sent via email</p>
2. Describe how <i>participants</i> were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Outreach by individual Title I program: <i>Participants</i> were randomly selected, by program, from total the population of <i>participants</i> who participated in or exited the program during Program Year 2019. ▪ Outreach by all Title I programs: <i>Participants</i> were randomly selected from the combined total population of <i>participants</i> who participated in or exited the programs during Program Year 2019. 	<p>a. Title I Youth program: 100% of the Participants are selected who participated in or exited the program during Program Year 2019.</p> <p>b. Title IB adult, dislocated worker: All of the participants who were active in the program and received services during the 1st 2 quarters of the program year were sent a survey.</p>
3. How many <i>participants</i> were contacted for outreach?	<p>a. Title I Youth program: 32</p> <p>b. Title IB adult, dislocated worker: 300</p>
4. How many <i>participants</i> responded to outreach?	<p>a. Title I Youth program: 2</p> <p>b. Title IB adult, dislocated worker: 63</p>
5. Describe what will be done to improve the response rate for future outreach to <i>participants</i> .	<p>a. Title I Youth program: The Youth Program Customer Satisfaction Survey has transitioned from paper to a digital QR code that can be accessed by phone/PC or tablet at the following link: https://forms.gle/H5scd4LN5Wqz4akn6. These results will be analyzed every month at month-end to monitor results. As we continue to build relationships with our participants, we expect that response rates for current project year will be higher.</p> <p>b. Title IB adult, dislocated worker: We will place follow up calls and will look at ways to offer incentives in the form of gift cards for anyone who responds by a certain date.</p>
6. Describe the results of outreach to <i>participants</i> .	<p>a. Title I Youth program: As a result of survey information, current PD will reach out to any participant who leaves a negative review to learn more about the 'why.' Current expectation is to have employees send out survey link in a consistent manner during the current program year. Current PD will find the positives/strengths in survey responses, so staff can continue to provide superb customer service. (Reinforcing the positives that we currently do). With</p>

Information requested	Response
	<p>continuous efforts to build relationships, our team will collaborate closely with participants to get quality feedback.</p> <p>b. Title IB adult, dislocated worker: All outreach was done by sending an email on various occasions.</p>
<p>7. Describe all continuous improvement processes for incorporating feedback from participants responding to outreach.</p>	<p>a. Title I Youth program: In our continuous improvement cycle, we are currently looking at 4 main steps.</p> <p>1. We make plans based on best practices to serve our participants in the 14 program element areas.</p> <p>2. We implement and do these activities and services with integrity.</p> <p>3. We review and check our work. Based on the results of the surveys... Do we need to make corrections and adaptations? Do we need to re-teach our staff? Do we need to work on consistency?</p> <p>4. We continue our actions and look at results over time. Currently, we are analyzing the data of surveys at the end of each calendar month. The cycle begins again, and we are always looking for new ways to engage our participants and help them become self-sufficient.</p> <p>b. Title IB adult, dislocated worker: For this set of responses, there was no incorporation of the information for continuous improvement. Moving forward the information will be used to help the program improve its processes. We will use the feedback from clients to make improvements to outreach, processes, customer service, training provider relationships, business outreach, etc.</p>

Section 2. Customer satisfaction outreach to **employers**

Please provide the information requested in Table 2 about your local area's customer satisfaction outreach to **employers** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 2. Outreach to employers

Information requested	Response
<p>1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).</p>	<p>a. Title I Youth program: For Youth Program employers and participants there is an Employer WE/OJT Customer Satisfaction per participant. This is sent to the employer by the BSR to report out their experience with each WE/OJT participant provided to them.</p> <p>b. Title IB adult, dislocated worker: Electronic Surveys.</p>
<p>2. Describe how employers were selected for outreach, for example:</p> <ul style="list-style-type: none"> ▪ Employers were randomly selected on a daily basis from the total number of employers served each day during Program Year 2019. ▪ Employers were randomly selected on a monthly basis from the total number of employers served each month during Program Year 2019. 	<p>a. Title I Youth program: 100% of the youth Employers are selected when participant exited the program during Program Year 2019.</p> <p>b. Title IB adult, dislocated worker: All employers that participated in one of the monthly hiring events were asked to complete the survey.</p>
<p>3. How many employers were contacted for outreach?</p>	<p>a. Title I Youth program: 100</p> <p>b. Title IB adult, dislocated worker: 50</p>
<p>4. How many employers responded to outreach?</p>	<p>a. Title I Youth program: 60</p> <p>b. Title IB adult, dislocated worker: 14</p>
<p>5. Describe what will be done to improve the response rate for future outreach to employers.</p>	<p>a. Title I Youth program: Continue to build relationships with employers through networking events, outreach, and monthly check ins. Create brochures that explain our program objectives to better market our OJT/WEX</p>

Information requested	Response
	<p>programs. Utilize technology such as zoom, GoToMeeting, etc. to meet the needs of employers who cannot meet in person due to COVID.</p> <p>b. Title IB adult, dislocated worker: With hiring events beginning again we will be sending out to employers for hiring events but also a general satisfaction survey quarterly.</p>
6. Describe the results of outreach to employers .	<p>a. Title I Youth program: Employers responded positively to outreach, and the majority expressed interest in partnering with us whether through work experience, OJT, or direct hire opportunities.</p> <p>b. Title IB adult, dislocated worker:</p> <ul style="list-style-type: none"> • 87% enjoyed participating in the hiring event. • 57% reported they met potential employees from the event. • 85% said they would be interested in participating in another event. <p>In an open-ended question regarding how to make the event more productive respondents reported.</p>
7. Describe all continuous improvement processes for incorporating feedback from employers responding to outreach.	<p>a. Title I Youth program: Create Business Needs assessment for every employer contacted to find job candidates that best fit their needs. Utilize Employer surveys that provide feedback as to how the participants performed at their job and where improvement is needed. Determine any barriers preventing employers from utilizing our OJT/WEX programs.</p> <p>b. Title IB adult, dislocated worker: Responses are reviewed with the business service representative team that is made up of multiple agencies and corrective actions are decided on and implemented by this team. Survey results will be shared with the GOWB.</p>

Section 3. Customer satisfaction outreach to **other one-stop center/delivery system customers**

Please provide the information requested in Table 3 about your local area's customer satisfaction outreach to **other one-stop center/delivery system customers** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 3. Outreach to other one-stop center/delivery system customers

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	One-stop center: Paper forms.
2. Describe how other one-stop center/delivery system customers were selected for outreach, for example: <ul style="list-style-type: none"> ▪ Other one-stop center customers/delivery system were randomly selected on a daily basis from the total number of other one-stop center customers/delivery system served each day during Program Year 2019. ▪ Other one-stop center customers/delivery system were randomly selected on a monthly basis from the total number of other one-stop center customers/delivery system served each month during Program Year 2019. 	One-stop center: Customers were randomly selected daily from the total number of one-stop center customers during the program year 2019.
3. How many other one-stop center/delivery system customers were contacted for outreach?	One-stop center: This information was not tracked for program year 2019 but is being tracked for program year 2020.
4. How many other one-stop center/delivery system customers responded to outreach?	One-stop center: 39

Information requested	Response
5. Describe what will be done to improve the response rate for future outreach to other one-stop center/delivery system customers .	One-stop center: An electronic survey has been created. Staff will encourage customers daily to complete the survey online from a link on the desktop. A quarterly satisfaction survey will also be emailed to recent customers.
6. Describe the results of outreach to other one-stop center/delivery system customers .	<p>One-stop center:</p> <ul style="list-style-type: none"> • 51% of respondents reported they were satisfied or very satisfied with the overall level of satisfaction with Heartland workforce Solutions. • 55% believed that the services they received were extremely beneficial or very beneficial. • 94% of respondents were presented with information about other programs and services available to them. <p>In an open ended question about what other services respondents would like to see some of the responses included “prompt responses for technical errors”, more one on one help, “sack lunches, hygiene goody bags or a small food pantry”, more bilingual personal, social media education classes, and another center in Omaha.</p>
7. Describe all continuous improvement processes for incorporating feedback from other one-stop center/delivery system customers responding to outreach.	One-stop center: The One-Stop Operator will review the survey results each month and make a list of needed corrections. One-Stop Operator and Workforce Services Supervisor will review this list and create a plan with end dates for each item. Survey results will also be shared with GOWB.

Section 4. Customer satisfaction outreach to **one-stop center/delivery system partners**

Please provide the information requested in Table 4 about your local area’s customer satisfaction outreach to **one-stop center/delivery system partners** during Program Year 2019 (July 1, 2019 – June 30, 2020).

Table 4. Outreach to one-stop center/delivery system partners

Information requested	Response
1. Describe the types of customer-satisfaction outreach tools used (paper or electronic surveys, verbal, etc.).	One-stop center: There was no formal outreach to delivery system partners for program year 2019.
2. Describe how one-stop center/delivery system partners were selected for outreach, for example: <ul style="list-style-type: none"> ▪ All one-stop center/delivery system partners were selected on a quarterly basis during Program Year 2019. 	One-stop center: There was no formal outreach to delivery system partners for program year 2019.
3. How many one-stop center/delivery system partners were contacted for outreach?	One-stop center: There was no formal outreach to delivery system partners for program year 2019.
4. How many one-stop center/delivery system partners responded to outreach?	One-stop center: There was no formal outreach to delivery system partners for program year 2019.
5. Describe what will be done to improve the response rate for future outreach to one-stop center/delivery system partners .	One-stop center: For program year 2020 a survey has been created and will be sent to program partners on a quarterly basis.
6. Describe the results of outreach to one-stop center/delivery system partners .	One-stop center: There was no formal outreach to delivery system partners for program year 2019.
7. Describe all local area continuous improvement processes for incorporating feedback from one-stop center/delivery system partners responding to outreach.	One-stop center: Survey results will be reviewed with the One-Stop program director to determine an action plan on improvement areas. Survey results will be shared with the GOWB.

Appendix IV. Program Year 2019 performance of Title I and Title III programs²⁷

Table 1. Program Year 2019 Title I youth program performance

Performance indicator	PY19 negotiated level of performance	PY19 actual	% of goal
Employment rate Q2 after program exit	78.0%	82.7%	106.0%
Employment rate Q4 after program exit	77.0%	79.3%	103.0%
Median earnings Q2 after program exit	NA for PY19	NA for PY19	NA for PY19
Credential attainment rate within 4 quarters after program exit	68.0%	44.7%	65.7%
Measurable skills gain rate during program participation	NA for PY19	NA for PY19	NA for PY19
Overall state program score	-	-	91.6%

Table 2. Program Year 2019 Title I adult program performance

Performance indicator	PY19 negotiated level of performance	PY19 actual	% of goal
Employment rate Q2 after program exit	78.0%	79.2%	101.5%
Employment rate Q4 after program exit	79.0%	78.3%	99.1%
Median earnings Q2 after program exit	\$6,000.00	\$6,358.00	106.0%
Credential attainment rate within 4 quarters after program exit	56.0%	59.4%	106.1%
Measurable skills gain rate during program participation	NA for PY19	NA for PY19	NA for PY19
Overall state program score	-	-	103.2%

Table 3. Program Year 2019 Title I dislocated worker program performance

Performance indicator	PY19 negotiated level of performance	PY19 actual	% of goal
Employment rate Q2 after program exit	87.0%	90.3%	103.8%
Employment rate Q4 after program exit	88.0%	89.3%	101.5%
Median earnings Q2 after program exit	\$7,500.00	\$8,350.00	111.3%
Credential attainment rate within 4 quarters after program exit	60.0%	63.7%	106.2%
Measurable skills gain rate during program participation	NA for PY19	NA for PY19	NA for PY19
Overall state program score	-	-	105.7%

Table 4. Program Year 2019 Title III Wagner-Peyser Employment Service performance

Performance indicator	PY19 negotiated level of performance	PY19 actual	% of goal
Employment rate Q2 after program exit	73.0%	74.3%	101.8%
Employment rate Q4 after program exit	73.0%	73.0%	100.0%
Median earnings Q2 after program exit	\$5,800.00	\$6,723.00	115.9%
Overall state program score	-	-	105.9%

Program performance failure occurs when:

- any overall state program score or overall state indicator score falls below 90 percent for a Program Year; or
- any of the State's individual indicator scores fall below 50 percent for a Program Year.

Note that USDOL issues *adjusted levels of performance* on an annual basis. The State has not received *adjusted levels of performance* from USDOL for Program Year 2019 as of the date of this report. *Adjusted levels of performance* are the *negotiated levels of performance* after being revised by the US Department of Labor (USDOL) at the end of the Program Year using the *statistical adjustment model* (described below). The *statistical adjustment model* is run before a Program Year and after the close of a Program Year to account for actual economic conditions and characteristics of participants served. The difference between projected levels of performance, as estimated by USDOL, before and after a Program Year yield

²⁷ For PY19, USDOL is collecting baseline data for the median earnings indicator for youth programs and measurable skill gains indicator for adult and dislocated worker programs.

an adjustment factor. The adjustment factor is added to the *negotiated level of performance* to determine the *adjusted level of performance*. *Adjusted levels of performance* are used to determine performance success or failure.

Appendix V. Acceptable Source Documentation for Common Data Elements²⁸

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
900	Date of program entry	DT 8	<ul style="list-style-type: none"> ▪ Record the date on which an individual became a participant as referenced in 20 CFR 677.150 satisfying applicable programmatic requirements for the provision of services. ▪ Leave blank if this data element does not apply. 	YYYYMMDD	One of the following: <ul style="list-style-type: none"> ▪ individual plan for employment ▪ electronic records ▪ program intake documents, such as eligibility determination documentation or program enrollment forms
901	Date of program exit	DT 8	<ul style="list-style-type: none"> ▪ Record the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services that are not self-service, information-only, or follow up services, planned from the program. For Titles I and III, record the last date of funded service(s). ▪ Leave blank if this data element does not apply to the participant. 	YYYYMMDD	One of the following: <ul style="list-style-type: none"> ▪ copy of letter sent to the participant indicating the case was closed ▪ WIOA status/exit forms ▪ electronic records ▪ attendance records ▪ review of service records identifying the last qualifying service (and lack of a planned gap)
923	Other reasons for exit	IN 2	<ul style="list-style-type: none"> ▪ Record 01 if the participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant. ▪ Record 02 if the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program. ▪ Record 03 if the participant is deceased. ▪ Record 04 if the participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces 	01 = institutionalized 02 = health/medical 03 = deceased 04 = Reserve Forces called to Active Duty 05 = foster care 06 = ineligible (VR only) 07 = criminal offender 00 = no	One of the following: <ul style="list-style-type: none"> ▪ file documentation with notes from program staff ▪ information from partner services ▪ WIOA status/exit forms ▪ electronic records ▪ withdrawal form with explanation ▪ information from institution or facility

²⁸ TEG: 7-18

²⁹ PIRL refers to Participant Individual Record Layout.

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
			<p>and is called to active duty for at least 90 days.</p> <ul style="list-style-type: none"> ▪ Record 05 if the participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the area as part of such a program or system (Youth participants only). ▪ Record 06 if the participant, who was determined to be eligible, is later determined not to have met eligibility criteria. NOTE: This circumstance applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For Titles I, II, and III program eligibility is determined at the time an individual becomes a participant. ▪ Record 07 if the participant is a criminal offender in a correctional institution under Section 225 of WIOA. ▪ Record 00 if the participant meets none of the above conditions. 		
1303	Type of training service #1	IN 2	<ul style="list-style-type: none"> ▪ Use the appropriate code to indicate the type of approved training being provided to the participant. ▪ NOTE: If OJT or skill upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. ▪ NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. ▪ Record 00 if the participant did not receive a training service. ▪ Leave blank if this data element does not apply to the participant. 	01 = on-the-job training (non-WIOA Youth) 02 = skill upgrading 03 = entrepreneurial training (non-WIOA Youth) 04 = ABE or ESL (contextualized or other) in conjunction with training 05 = customized training 06 = occupational skills training (non-WIOA Youth) 07 = ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only) 08 = prerequisite training	One of the following: <ul style="list-style-type: none"> ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ crossmatch between dates of service and vendor training information ▪ vendor training documentation ▪ electronic records ▪ Individual Training Account ▪ attendance records

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
				09 = Registered Apprenticeship 10 = youth occupational skills training 11 = other non-occupational-skills training 12 = job readiness training in conjunction with other training 00 = no training service	
1310	Type of training service #2	IN 2	<ul style="list-style-type: none"> ▪ If the participant received a second type of approved training, record the appropriate code to indicate the type of approved training being provided to the participant. ▪ NOTE: If OJT or skill upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. ▪ NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. ▪ Record 00 if the participant did not receive a training service. ▪ Leave blank if this data element does not apply to the participant. 	01 = on-the-job training (non-WIOA Youth) 02 = skill upgrading 03 = entrepreneurial training (non-WIOA Youth) 04 = ABE or ESL (contextualized or other) in conjunction with training 05 = customized training 06 = occupational skills training (non-WIOA Youth) 07 = ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only) 08 = prerequisite training 09 = Registered Apprenticeship 10 = youth occupational skills training 11 = other non-occupational-skills training 12 = job readiness training in conjunction with other training 00 = no training service	One of the following: <ul style="list-style-type: none"> ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ crossmatch between dates of service and vendor training information ▪ vendor training documentation ▪ electronic records ▪ Individual Training Account ▪ attendance records

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
1315	Type of training service #3	IN 2	<ul style="list-style-type: none"> ▪ If the participant received a third type of approved training, record the appropriate code to indicate the type of approved training being provided to the participant. ▪ NOTE: If OJT or skill upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. ▪ NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. ▪ Record 00 if the participant did not receive a training service. ▪ Leave blank if this data element does not apply to the participant. 	01 = on-the-job training (non-WIOA Youth) 02 = skill upgrading 03 = entrepreneurial training (non-WIOA Youth) 04 = ABE or ESL (contextualized or other) in conjunction with training 05 = customized training 06 = occupational skills training (non-WIOA Youth) 07 = ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only) 08 = prerequisite training 09 = Registered Apprenticeship 10 = youth occupational skills training 11 = other non-occupational-skills training 12 = job readiness training in conjunction with other training 00 = no training service	One of the following: <ul style="list-style-type: none"> ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ crossmatch between dates of service and vendor training information ▪ vendor training documentation ▪ electronic records ▪ Individual Training Account ▪ attendance records
1332	Participated in postsecondary education during program participation	IN 1	<ul style="list-style-type: none"> ▪ Record 1 if the participant was in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution at any point during program participation. ▪ Record 0 if the participant was not in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution during program participation. 	1 = yes, participated in postsecondary education 0 = no, did not participate in postsecondary education	One of the following: <ul style="list-style-type: none"> ▪ data match with postsecondary data system ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ school records ▪ transcript or report card

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
			<ul style="list-style-type: none"> ▪ Leave blank if this does not apply to the participant. ▪ NOTE: This data element relates to the credential indicator denominator and those who are recorded as 1 are included in the credential rate denominator. This element is a subset of PIRL 1811. ▪ Do not record 1 if the participant was first enrolled in postsecondary education after exiting the program. 		
1401	Enrolled in secondary education program	IN 1	<ul style="list-style-type: none"> ▪ Record 1 if the participant was enrolled in a secondary education program at or above the 9th grade level. A secondary education program includes both secondary school and enrollment in a program of study with instruction designed to lead to a high school equivalent credential. Examples may include adult high school credit programs and programs designed to prepare participants to pass recognized high school equivalency exams such as the GED, HiSET, or TASC. Programs of study designed to teach English proficiency skills or literacy skills below the 9th grade equivalent <i>are not</i> considered secondary education programs. States may use this coding value if the participant was either already enrolled in education or training at the time of application to the program OR became enrolled in an education or training program at or above the 9th grade level at any point while participating in the program. ▪ Record 0 if the participant was not enrolled in a secondary education program at or above the 9th grade level. 	1 = yes 0 = no	One of the following: <ul style="list-style-type: none"> ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ school records ▪ transcript or report card ▪ data match to state K12 data system
1406	Date enrolled in post-exit education or training program leading to a recognized	DT 8	<ul style="list-style-type: none"> ▪ Record the date the participant is enrolled in an education or training program that leads to a recognized postsecondary credential after program exit. ▪ Leave blank if this data element does not apply to the participant. 	YYYYMMDD	One of the following: <ul style="list-style-type: none"> ▪ copy of enrollment record ▪ file documentation with notes from program staff ▪ school records ▪ transcript or report card

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
	postsecondary credential		<ul style="list-style-type: none"> NOTE: This element only applies to participants who exited secondary education and obtained a secondary school diploma or its equivalency per WIOA Sec. 116(b)(2)(A)(iii). This data element applies to the credential rate indicator. 		<ul style="list-style-type: none"> data match with postsecondary data system
1600	Employed in 1st quarter after exit quarter	IN 1	<ul style="list-style-type: none"> Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the first quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available. 	1 = yes 2 = yes, Registered Apprenticeship 3 = yes, Military 0 = no 9 = information not yet available	One of the following: <ul style="list-style-type: none"> UI wage data match follow-up survey from program participants paycheck stubs, tax records, W2 form wage record match quarterly tax payment forms such as an IRS form 941 document from employer on company letterhead attesting to an individual's employment status and earnings self-employment worksheets signed and attested to by program participant detailed case notes verified by employer and signed by the counselor
1602	Employed in 2nd quarter after exit quarter	IN 1	<ul style="list-style-type: none"> Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the second quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available. 	1 = yes 2 = yes, Registered Apprenticeship 3 = yes, Military 0 = no 9 = information not yet available	One of the following: <ul style="list-style-type: none"> UI wage data match follow-up survey from program participants Paycheck stubs, tax records, W2 form wage record match quarterly tax payment forms such as an IRS form 941 document from employer on company letterhead attesting to an individual's employment status and earnings self-employment worksheets signed and attested to by program participant detailed case notes verified by employer and signed by the counselor
1604	Employed in 3rd quarter after exit quarter	IN 1	<ul style="list-style-type: none"> Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. 	1 = yes 2 = yes, Registered Apprenticeship 3 = yes, Military 0 = no	One of the following: <ul style="list-style-type: none"> UI wage data match follow-up survey from program participants Paycheck stubs, tax records, W2 form

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
			<ul style="list-style-type: none"> ▪ Record 3 if the participant is in the military. ▪ Record 0 if the participant was not employed in the third quarter after the quarter of exit. ▪ Record 9 if the participant has exited but employment information is not yet available. 	9 = information not yet available	<ul style="list-style-type: none"> ▪ wage record match ▪ quarterly tax payment forms such as an IRS form 941 ▪ document from employer on company letterhead attesting to an individual's employment status and earnings ▪ self-employment worksheets signed and attested to by program participant ▪ detailed case notes verified by employer and signed by the counselor
1606	Employed in 4th quarter after exit quarter	IN 1	<ul style="list-style-type: none"> ▪ Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). ▪ Record 2 if the participant is in a Registered Apprenticeship. ▪ Record 3 if the participant is in the military. ▪ Record 0 if the participant was not employed in the fourth quarter after the quarter of exit. ▪ Record 9 if the participant has exited but employment information is not yet available. 	1 = yes 2 = yes, Registered Apprenticeship 3 = yes, Military 0 = no 9 = information not yet available	<p>One of the following:</p> <ul style="list-style-type: none"> ▪ UI wage data match ▪ follow-up survey from program participants ▪ Paycheck stubs, tax records, W2 form ▪ wage record match ▪ quarterly tax payment forms such as an IRS form 941 ▪ document from employer on company letterhead attesting to an individual's employment status and earnings ▪ self-employment worksheets signed and attested to by program participant ▪ detailed case notes verified by employer and signed by the counselor
1704	Wages 2 nd quarter after exit	DE 8.2	<ul style="list-style-type: none"> ▪ Record total earnings for the second quarter after the quarter of exit. ▪ Record 999999.99 if data is not yet available for this item. ▪ Leave blank if data element does not apply to the participant. 	000000.00	<p>One of the following:</p> <ul style="list-style-type: none"> ▪ UI wage data match ▪ follow-up survey from program participants ▪ Paycheck stubs, tax records, W2 form ▪ wage record match ▪ quarterly tax payment forms such as an IRS form 941 ▪ document from employer on company letterhead attesting to an individual's employment status and earnings ▪ self-employment worksheets signed and attested to by program participant ▪ detailed case notes verified by employer and signed by the counselor

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
1800	Type of recognized credential	IN 1	<ul style="list-style-type: none"> ▪ Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the state involved or Federal government, or an associate or baccalaureate degree attained by the participant who received education or training services. ▪ Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. ▪ Leave blank if data element does not apply to the participant. ▪ NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within 1 year of exit. This data element applies to both the credential rate indicator and the measurable skills gain indicator for all programs. 	1 = secondary school diploma or equivalency 2 = AA or AS diploma/degree 3 = BA or BS diploma/degree 4 = occupational licensure 5 = occupational certificate 6 = occupational certification 7 = other recognized diploma, degree, or certificate 0 = no recognized credential	One of the following: <ul style="list-style-type: none"> ▪ data match ▪ copy of credential ▪ copy of school records ▪ follow-up survey from program participant ▪ case notes documenting information obtained from education or training provider
1801	Date attained recognized credential	DT 8	<ul style="list-style-type: none"> ▪ Record the date on which the participant attained a recognized credential. ▪ Leave blank if the participant did not attain a degree or certificate. 	YYYYMMDD	One of the following: <ul style="list-style-type: none"> ▪ data match ▪ copy of credential ▪ copy of school records ▪ follow-up survey from program participant ▪ case notes documenting information obtained from education or training provider
1806	Date of most recent measurable skills gain: Educational Functioning Level (EFL)	DT 8	<ul style="list-style-type: none"> ▪ Record the most recent date the participant who received instruction below the postsecondary education level achieved at least one EFL. EFL gain may be documented in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for states that offer secondary school programs that lead to a secondary school diploma or its 	YYYYMMDD	One of the following: <ul style="list-style-type: none"> ▪ pre- and post-test results measuring EFL gain ▪ adult high school transcript showing EFL gain through the awarding of credits or Carnegie units ▪ postsecondary education or training enrollment determined through data match, survey documentation, or program notes

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
			<p>recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or</p> <p>3) states may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the Program Year.</p> <ul style="list-style-type: none"> Leave blank if this data element does not apply to the participant. 		
1807	Date of most recent measurable skills gain: postsecondary transcript/report card	DT 8	<ul style="list-style-type: none"> Record the most recent date of the participant's transcript or report card for postsecondary education who complete a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over the course of two completed semesters during the same 12-month period, that shows a participant is meeting the state unit's academic standards. Leave blank if this data element does not apply to the participant. 	YYYYMMDD	<p>One of the following:</p> <ul style="list-style-type: none"> transcript report card
1808	Date of most recent measurable skills gain: secondary transcript/report card	DT 8	<ul style="list-style-type: none"> Record the most recent date of the participant's transcript or report card for secondary education for 1 semester showing that the participant is meeting the state unit's academic standards. Leave blank if this data element does not apply to the participant. 	YYYYMMDD	<p>One of the following:</p> <ul style="list-style-type: none"> transcript report card
1809	Date of most recent measurable skills gain: training milestone	DT 8	<ul style="list-style-type: none"> Record the most recent date that the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (completion of on-the-job training (OJT), completion of 1 year of a registered apprenticeship program, etc.). Leave blank if this data element does not apply to the participant. 	YYYYMMDD	<p>One of the following:</p> <ul style="list-style-type: none"> OJT or Registered Apprenticeship contract and/or evaluation from employer or training provider
1810	Date of most recent measurable skills gain: skills progression	DT 8	<ul style="list-style-type: none"> Record the most recent date the participant successfully completed an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. 	YYYYMMDD	<p>One of the following:</p> <ul style="list-style-type: none"> results of knowledge-based exam or certification of completion documentation demonstrating progress in attaining technical or occupational skills documentation from training provider or employer

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
			<ul style="list-style-type: none"> Leave blank if this data element does not apply to the participant. 		<ul style="list-style-type: none"> copy of a credential that is required for a particular occupation and only is earned after the passage of an exam
1811	Date enrolled during program participation in an education or training program leading to a recognized postsecondary credential or employment	DT 8	<ul style="list-style-type: none"> Record the date the participant was enrolled during program participation in an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be the date of program entry. This includes, but is not limited to, participation in Job Corps, YouthBuild, Adult Education, or secondary education programs. Leave blank if the data element does not apply to the participant. NOTE: This data element applies to the measurable skill gains indicator, and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment. 	YYYYMMDD	<p>One of the following:</p> <ul style="list-style-type: none"> copy of enrollment record file documentation with notes from program staff school records transcript or report card data match with postsecondary data system
1900	Youth 2 nd quarter placement (Title I)	IN 1	<ul style="list-style-type: none"> Record 1 if the participant is enrolled in occupational skills training (including advanced training). Record 2 if the participant is enrolled in postsecondary education. Record 3 if the participant is enrolled in secondary education. Record 0 if the participant was not placed in any of the above conditions. 	<p>1 = occupational skills training 2 = postsecondary education 3 = secondary education 0 = no placement</p>	<p>One of the following:</p> <ul style="list-style-type: none"> crossmatch with other agencies copy of enrollment records file documentation with notes from program staff school records transcript of report card vendor/training provider training documentation

PIRL ²⁹ data element #	Data element name	Data type / field length	Data element definition/instructions	Code value	Source documentation requirements
1901	Youth 4 th quarter placement (Title I)	IN 1	<ul style="list-style-type: none"> ▪ Record 1 if the participant is enrolled in occupational skills training (including advanced training). ▪ Record 2 if the participant is enrolled in postsecondary education. ▪ Record 3 if the participant is enrolled in secondary education. ▪ Record 0 if the participant was not placed in any of the above conditions. 	1 = occupational skills training 2 = postsecondary education 3 = secondary education 0 = no placement	One of the following: <ul style="list-style-type: none"> ▪ crossmatch with other agencies ▪ copy of enrollment records ▪ file documentation with notes from program staff ▪ school records ▪ transcript of report card ▪ vendor/training provider training documentation

Appendix VI. Success Stories

Participants

Anthony

Anthony was seeking training guidance to start on a career post high school. After searching for options to no avail his uncle advised him to go to Heartland Workforce Solutions (HWS). He arrived at HWS just seeking assistance for training options but was able to get that and a whole lot more. During Anthony's career path he encountered obstacles developing a solid resume that was preventing him from attaining a position that would provide the experience his career choice required. By attending an HWS Resume Workshop he was able to receive guidance from career coaches that assisted him in crafting a professional product. With that process they also helped him to understand what is important to employers as far as a resume is concerned. HWS also assisted Anthony with getting in the job experience at the Humane Society, this put him on the right pathway of the career field he is pursuing. By using the HWS work experience program and resume workshops, not only was he preparing for a job but also a fruitful career. Anthony stated that the services at HWS "helped make my resume more professional, the work experience put me in the right career field and get me the experience in the field that I eventually want to work in." Upon completion of the work experience program Anthony attained full time employment as a Workforce Services Coordinator. As he continues to train for his career, the coordinator position allows him to gain further experience and mentor other career seekers; he advises them to "just put yourself out there, use the assistance that is given to you to further your education in a field where you enjoy working and it doesn't feel like you're actually going to a job that you don't like. Make sure it is something that you're enjoying at the same time". Anthony also said that HWS experience not only helped him personally but is valuable to other career seekers since he walked the path that they are on. "I understand both sides as far as being in that situation and getting the help that I need, and now I can help others because I've been through the program myself."

Anthony

Anthony is a turnaround success. He lost everything due to personal life decisions, including his home, his business, his health, and his freedom; but he was determined not to stay down. He began rebuilding his life brick by brick. One important change was building his network with those who would support his success and help him stay on a healthy path. When he learned about the Title I adult program, he jumped at the opportunity. He quickly obtained his CDL Class A License after one month in training. In a few short weeks, he obtained a job as a CDL Driver for Waste Management Services. He is now on track to getting permanent housing. Talk about a comeback story!

Bobby

Veteran Bobby Buckley was referred to the Norfolk DVOP and was eligible to be served as a justice-involved Veteran with a service-connected disability who was receiving general assistance payments. Bobby's overall goal was to get back into trucking after nearly 4.5 years working of at a local packing plant. He had an extensive history of driving many different types of tractor-trailers that spanned over 20 years and 2,000,000 miles. With a past DUI, he was having difficulty securing a CDL position. Bobby was not eligible for Title I program services. However, through coordination of services:

- Northeast Community College covered the cost of CDL occupational skills training, CDL learner's permit, required equipment and books, and all industrial testing fees;
- Supportive Services for Veteran Families Rapid Re-housing Program and Northeast Nebraska Community Action Program covered the cost of six months' rent, utilities, and hygiene boxes and provided food boxes.
- The Madison County Veteran Service Officer assisted Bobby with obtaining a copy of his DD214 and medical records and covered the cost of vehicle repairs and provided additional rent and utility assistance.
- The Local ELKS Chapter provided Bobby with gas cards and a \$300 "Welcome Home" kit.

The Norfolk DVOP assisted Bobby with development of targeted resumes and provided job search assistance. Bobby was successfully placed in June 2020 and has already made several long-haul trips to California, Illinois, and Tennessee.

Bobby was able to participate in several area events and encouraged other Veterans and to help wherever needed with:

- Veteran Career Fairs;
- Project Homeless Connect;
- Career Fair; and
- ELKS Club veteran lunch (groceries and hygiene products were provided to attending Veterans; volunteer Veterans stayed to clean up).
-

We will keep in touch and continue to follow-up regularly. Prior to Bobby moving, the Norfolk DVOP provided Bobby with a t-shirt and a "congrats" card signed by all staff at the Norfolk office wishing him well. His smile says it all!!



The moral of this “story” is:

- They **NEVER** gave up.
- They **ALWAYS** moved forward. He held his head high.
- They celebrated the little wins along the way.
- When “rowing” got difficult, they **ALWAYS** added more people to the boat (support system).

Catherine

It's been a long road to success for Catherine. She was laid off from her job as a Credit Analyst in 2017. She learned about the Workforce Investment Opportunities Act and Trade Adjustment Act programs during a Rapid Response event. Within one month of the event, she had enrolled in the programs. She had also taken on a retail job to make ends meet. While in the programs, she made the best of all the job search resources and coaching she received from both programs. Fast forward to 2020, Catherine secured a job as a Financial Operations Analyst for media corporation. “I'm making more than I've ever made in my life,” said Catherine in a phone interview. She set a career goal of making more money than she made at her previous position in information technology. She also set a personal goal of being an example for her son that he could do anything that he put his mind to. She's proud of both, but most excited that she could make her son proud.

Chrystal

Crystal was employed at Cabela's in Sidney for 7 years and 3 months as a Replenishment and Allocation Analyst. She was laid off by Cabela's following the sale of Cabela's to Bass Pro. Jobs were not available in the Sidney area at a comparative wage. At the time of enrollment into Title I, Crystal was also experiencing a high-risk pregnancy. Crystal had always been interested in health care and becoming a nurse but had not pursued this profession because of the extensive training requirements and costs. Crystal received occupational skills training and supportive services through Title I and was able to complete prerequisites to become an LPN.

At the time of enrollment, Crystal was basic skills deficient in math. Working with the college, Crystal raised her math skills allowing her to continue with the nurses training program at Western Nebraska Community College. Chrystal was co-enrolled in TET-DWG in May of 2019 and continued to work hard in her training, becoming a member of Phi Theta Kappa. Crystal received a certificate of completion from WNCC in July of 2019 for the nurse aide class, passing the State of Nebraska licensure exam in August of 2019. Crystal worked with her Title I/TET-DWG career planner to apply for grants and scholarships, receiving the Peter Kiewit Scholarship. In May of 2020, Crystal graduated from Western Nebraska Community College receiving her Diploma in Practical Nursing from WNCC. She obtained her LPN/Multi-state License from the State of Nebraska in June of 2020. Crystal began employment in July 2020 with Regional West Physicians Clinic in Scottsbluff, working in the Women's Center 32 hours a week, earning \$ 15.93 an hour. She transitioned to Sidney Regional West in September of 2020, which eliminated her 90-minute commute to/from Scottsbluff and resulted in an increase of \$1.12 in pay starting wage and full-time hours.

Cynthia

After losing the only job I have had since graduating high school and college (27 years), I was lost as to what my next move would be. Being frightened and over 50 and working for only one employer my entire adult life I attended every job fair that was offered and went to what I had always known as Nebraska Job Service, now the Sidney one-stop center.

I took advantage of everything offered to me told them everything I had hoped to find in a job: what kind of hours I would like to work, the days that I would like to work, what my skills were. I have a job now that I never thought that I was capable of doing – that I never thought I was bright enough to do – and yes my job offered me the extra training I needed, and that was such a blessing. I now work at UST Global and am doing a job that I absolutely love! I actually like to go to work. This is the first time since doing volunteer work in high school teaching basic swimming skills that I can say I love my job.

Danielle

Danielle was referred by Wagner-Peyer staff after she had been identified as a Veteran. After meeting with the local DVOP it was determined that Danielle has significant barriers to employment, including a 30 percent service-connected disability and being low-income. Danielle was unemployed, working most recently as a cashier at a gas station. Danielle had assumed guardianship of her granddaughter and finding employment during traditional work hours was a necessity. The gas station hours were not sustainable for her family responsibilities. After reviewing labor market information, it was determined that CNA positions were available at multiple facilities in her area and employers were offering sustainable wages. This career path was pursued with referrals to Title I and Project HELP.

Danielle was eligible for the Title I adult program and SNAP Next Step services. Danielle had already been approved for tuition assistance from Project HELP for nurse and medication aide classes but would benefit from supportive services to assist with barriers that may come up during her training.

Danielle met many obstacles that could have prevented her from completing training: training delays and school closures due to COVID, not having a mask to attend in-person classes, transitioning to an online learning approach. Another obstacle was being pulled over by police and discovering that her license has been suspended due to a computer error. Danielle almost missed the final two classes but was able to find a ride to class and cleared up the license misunderstanding.

Danielle passed the licensing exam for CNA with an almost perfect score and passed the licensing exam for medication aide. Danielle began employment with Good Samaritan which ended quickly due to a back injury. Danielle was aware of the physical demands of the position but thought her previous injury would not be a problem. Danielle began new employment providing in-home care, which is less demanding physically and the schedule is flexible. Danielle is excited to be employed in her new career pathway!

Many partners that contributed to Danielle's success: Title I adult program, SNAP Next Step, Project HELP, and Northeast Nebraska Community Action Program.

Juan

Juan worked as a Senior Process Manager at Capital One and was making good money prior to being laid off due to his position moving overseas. After his layoff, Juan was job searching and applying for similar jobs. Employers were telling Juan that completing his master's degree would make him more employable for these positions.

Juan had previously learned about the Trade program and decided he was interested in finding out more at this point as he was struggling to find employment and needed assistance. Juan was co-enrolled in the Trade and Title I dislocated worker programs, at which time he started to research different colleges and narrowed it down to two colleges, UNL, or Boise State University. Juan chose Boise State to complete his MBA to save him time and money. Trade and Title I dislocated worker programs assisted Juan with his tuition, fees, and books. Juan successfully completed his training at Boise State University and received his master's degree.



In anticipation of his commencement, he started to apply for positions across the US a month before graduation and was offered a position with Nelnet in Lincoln. He is now a product owner at Nelnet and is making \$20,000 more than his base salary at Capital One.

Julie

Julie had worked as an RN for several years and the physicality of her job was hard on her body. She was required to have back surgery and needed a very lengthy recovery process. Julie returned to work but was still taking pain medication. She became addicted to the pain medication, and when that was gone, she started using meth. Julie eventually lost everything. Her nursing license, family, and friends and was in trouble. Julie took her recovery very seriously and started working her steps. She was well on her way when she agreed to participate in the SNAP Next Step/Title I adult program.

Title I began working with Julie in March 2019. At the time of enrollment, Julie was working at the VVS Cafeteria part time. Julie revealed that she was actively working a 12-step program and trying to get her life back on track. She had recently completed substance abuse treatment and

had a goal to reestablish her RN license. In March, we began working on a turnaround letter, and preparing to apply to the Nursing Board for a temporary license and approval to take the RN License refresher course. There was a lot of documentation that Julie was in charge of and timelines that she needed to be aware of to complete this process. In July, Julie received a letter that the nursing board approved her temporary license required for her to enroll in the RN Refresher course. Julie applied to Methodist College and was approved to start classes in October. She had 18 months to complete the course. Julie also took advantage of this time to start rebuilding her relationships with family members. She received a lot of support from her sponsor and worked through her issues, slowly regaining their trust. In February 2020, four months after starting the nursing program, Julie had completed her training and her license as a Registered Nurse was reinstated. With help from Title I and SNAP Next Step, she then began her job-search process. She developed a resume and a turnaround letter with the help of her support worker at Goodwill Industries. In April, Julie started her new job as an RN at the Bridge in Lincoln. As of September 2020, Julie is in follow up and loves her job. She has started helping others that are in recovery and reports that she has met the goals that she set for herself in the beginning. She is working as an RN. She has her own apartment. She has a dog, and she is seeing her family on a regular basis.



Julie had a very supportive team that included her 12-step program, Goodwill Industries, SNAP Next Step, and Title I. Julie received assistance with; tuition, fees, gas, job search, resume, turnaround letter, coaching, and support.

Leslie

Being the oldest of four was never the easiest. Most would say the pros outweigh the cons, but when your mind begins to force you to act, think, and represent something perfect the pressure is on. Growing up and being told that being an example to three littles, plus 6 littles from a close uncle, quickly convinced me – as I'm sure other oldest siblings experience – that I had no room for making mistakes.



The ability to study and choose my own path towards success was known as the biggest blessing of all – coming from parents who weren't given the same opportunities. Often, I imagined the many routes I could take, and obstacles I would overcome along the way; but, never did I consider one being myself. Nearing the end of my time in college I found myself encountering the greatest confrontation of my life-my own mind. They say that your mind is one you control because what you think is what you become; but what they don't tell you is what happens if you don't take care it every step of the way. Growing up I dreamt of being a teacher, a counselor, a business owner, or maybe even a school dean; however, those dreams began to feel distant and impossible in a split second. I thought I was done. I felt I would be a burden to someone, a failure in the eyes of my family, and that my own mind had driven me to insanity. Little did I know that there were people who genuinely wanted to help me succeed – without need for my backstory.

It was with the WIOA YESS program that I truly learned the importance in having a support team, not just trying to work alone. Despite my fears of judgement and convincing thoughts of failure I reached out and my newfound journey began. At the age of 23, I managed to drop out of school, get connected with job opportunities, reconnected in school, obtain my own apartment, and attain a full-time case manager position within a year. Every single meeting I had with my case worker was an added reason for my many attempts to give my dreams another shot. Matter of fact, I graduate December 2021 with BA in Management – one that just a year ago felt impossible to reach. I could not have done it without the financial, moral, and verbal support of the WIOA YESS program. The many reach-outs by my Case Worker – often weekly – aimed to ensure every step I take is taken confidently and without fear. Truly I can accomplish anything I put my mind to, and to them I owe my success thus far. More to come!

Mark

Mark had been recently released from prison and was living in a half-way house. He contacted the American Job Center in Grand Island about obtaining a CDL. Mark was eligible for the Title I adult program as he was receiving SNAP benefits and was homeless and an ex-offender. Mark had been a truck driver in the past and was positive he would be able to obtain employment

quickly once he had his CDL. Mark had many barriers: no income, no driver's license, no vehicle, no high school diploma. Title I, Kearney Works, and Dimas Charities partnered together to cover the costs of Mark's permit, CDL training, and license, leveraging multiple funding sources. Mark lived close enough to the training center that he was able to walk to class. Mark is now driving a Ready-Mix cement truck and is living independently.

Shayla

Shayla is a single mom with two children. Shayla was low income and receiving SNAP benefits. She had employment but was underemployed and working on-call while attending SCC to obtain her LPN. Shayla participated in the Title I adult program, receiving assistance with assessments, resume, and supportive services while in the LPN program. She accessed mileage reimbursement from the Title I program while she commuted to and from school and her clinical sites. The Title I program also assisted with reimbursement for the National Council Licensing Examination (NCLEX), which is a requirement to work as an LPN. While taking classes, Shayla had a baby and worked hard to complete her classes early so she would stay on track with finishing. She was determined to finish and successfully completed her diploma in Practical Nursing and passed the NCLEX. Shayla is now working full time in Falls City and plans to continue on to complete her RN.

Suzanne

Suzanne visited the Sidney one-stop center in June 2019 as an OJT reverse referral from a start-up company looking to branch into the USA from Canada. (She had been employed at the Cabela's Distribution Center.) She was enrolled in the Title I dislocated worker program and began working an OJT with MMP Enterprises out of Canada. In September 2019, her plans for longevity with her new employer came to an abrupt end when they locked their doors and emailed the few employees they had hired saying they had closed permanently. Suzanne was devastated by the news. She continued to receive Title I program services, including a rent reimbursement for one month. Suzanne was referred to one of the top new employers in her community, UST Global, where she has been working since January 2020. She is very happy in her new role and hopes to continue to prosper for many years to come.

Community and Employer

Drive-thru Career Fair

In May 2020, the American Job Center of Lancaster and Saunders Counties, EmployLNK, and other community organizations planned and executed a Drive-thru Career Fair. This event was created to share local job-openings with the public in a safe and efficient manner. This event included participation from over 50 local businesses and included information about several hundred open careers. Five hundred cars attended the Drive-thru Career Fair. Of the 50 businesses that participated in the event, 50 percent reported phone call inquiries, interviews of jobseekers who attended, and/or hiring applicants from the Drive-thru Career Fair.

Yutan Kids Academy

The Yutan Kids Academy has worked with the Title I youth program on numerous occasions over the past two years. Yutan Kids Academy has provided work experience for 5 individuals during

this timeframe. One individual who had an interest in accounting was able to work side by side with our accountant to and receive exposure to the expectations of accounting. The purpose behind the Title I youth program is held in high regard from a business standpoint and from a personal standpoint as well. The Title I staff that I have been fortunate enough to get to know have maintained excellent communication never leaving anything up to interpretation. Participant success is at the heart of the Title I youth program. The best interest of the participant is taken into consideration with every placement sent our way. I would encourage anyone who is unaware of the Title I youth program and its benefits to do their research and inquire about eligibility. The program is truly changing the world one young life at a time.

Appendix VII. Program Year 2019 State allotments and local workforce development area allocations

Table 1. State of Nebraska – PY 2019 allotment and distribution for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Local area distribution \$	Governor's set aside \$	Total state \$
Youth	2,433,495	429,440	2,862,935
Adult	1,815,473	320,377	2,135,850
Dislocated Worker	1,803,541	601,180	2,404,721
Total	6,052,509	1,350,997	7,403,506

Table 2. Greater Lincoln Workforce Development Area – PY 2019 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	554,101
Adult	365,194
Dislocated Worker	279,517
Total	1,198,812

Table 3. Greater Nebraska Workforce Development Area – PY 2019 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	479,886
Adult	372,933
Dislocated Worker	800,753
Total	1,653,572

Table 4. Greater Omaha Workforce Development Area – Estimated PY 2019 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	1,399,508
Adult	1,077,346
Dislocated Worker	723,271
Total	3,200,125

Table 5. PY 2019 distribution of state allotment for WIOA Title 1 youth program

Distribution %	Distribution \$
85% to designated local areas	2,433,495
15% to Governor's set aside	429,440
Total	2,862,935

Table 6. PY 2019 allocations for local WIOA Title 1 youth programs

Local area	Allocation %	Allocation \$
Greater Lincoln	22.770%	554,101
Greater Nebraska	19.720%	479,886
Greater Omaha	57.510%	1,399,508
Total	100.000%	2,433,495

Table 7. PY 2019 distribution of state allotment for WIOA Title I adult program

Distribution %	Base funds distribution \$	Advance funds distribution \$	Total distribution \$
85% to designated local areas	287,458	1,528,015	1,815,473
15% to Governor's set aside	50,728	269,649	320,377
Total	338,186	1,797,664	2,135,850

Table 8. PY 2019 allocations for local WIOA Title I adult programs

Local Area	Allocation %	Base funds allocation \$	Advance funds allocation \$	Total allocation \$
Greater Lincoln	20.116%	57,824	307,370	365,194
Greater Nebraska	20.542%	59,049	313,884	372,933
Greater Omaha	59.343%	170,585	906,761	1,077,346
Total	100.000%	287,458	1,528,015	1,815,473

Table 9. PY 2019 distribution of state allotment for WIOA Title I dislocated worker program

Distribution %	Base funds distribution \$	Advance funds distribution \$	Total distribution \$
75% to designated local areas	314,138	1,489,403	1,803,541
25% to Governor's set aside	104,712	496,468	601,180
Total	418,850	1,985,871	2,404,721

Table 10. PY 2019 allocations for local WIOA Title I dislocated worker programs

Local Area	Allocation %	Base funds allocation \$	Advance funds allocation \$	Total allocation \$
Greater Lincoln	15.498%	48,686	230,831	279,517
Greater Nebraska	44.399%	139,473	661,280	800,753
Greater Omaha	40.103%	125,979	597,292	723,271
Total	100.000%	314,138	1,489,403	1,803,541

Appendix VIII. Program Year 2019 Expenditures

Table 1. Program Year 2019 statewide expenditures for WIOA Title I training services

WIOA Title I Program	Participants receiving training services	Funds expended for training services \$
Youth	354	126,864
Adult	682	1,339,926
Dislocated Worker	278	765,607
Total	1,314	2,232,397

Table 2. Program Year 2019 cost of program activities

Program activity	Funds expended \$
Greater Nebraska Youth	323,005.53
Greater Nebraska Adult	471,293.14
Greater Nebraska Dislocated Worker	162,641.86
Greater Omaha Youth	947,809.52
Greater Omaha Adult	1,530,953.52
Greater Omaha Dislocated Worker	296,887.76
Greater Lincoln Youth	471,330.91
Greater Lincoln Adult	342,359.75
Greater Lincoln Dislocated Worker	126,192.84
Rapid Response	179,008.90
Statewide Activities: Capacity Building	49,920.00
Statewide Activities: MIS	138,769.18
Statewide Activities: Software	3,151.63
Statewide Activities: Miscellaneous	323,876.52
State Admin: Youth, Adult and Dislocated Worker	181,049.89
Total	5,548,250.95