
State of Nebraska
Annual Performance Report Narrative
Program Year 2020
July 1, 2020 – June 30, 2021

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Accessibility

This report is provided in accessible format (i.e., machine-readable). If you require assistance or experience accessibility issues with this report, please contact Deb Andersen at deb.andersen@nebraska.gov.

I. Introduction

This WIOA¹ annual statewide performance report narrative provides information requested under Training and Employment Guidance Letter (TEGL) 5-18, including Nebraska's progress towards meeting goals described in the 2020 Combined State Plan 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.

II. Federally required information

(a) Waivers

During Program Year 2020 (July 1, 2020 – June 30, 2021), Nebraska did not have waivers in place.

(b) Effectiveness in serving employers

For the *Effectiveness in Serving Employers* performance-indicator pilot program, Nebraska's core partners chose Approach 1 (retention with the same employer) and Approach 2 (repeat business customers). Nebraska 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 focused on identification of barriers to success and adaptations for service delivery in pandemic and post-pandemic economic environments and assessed the State's four comprehensive American Job Centers and 10 affiliate sites, incorporating both qualitative and quantitative analysis. Results of the study were available during the third quarter of Program Year 2020. (It is important to note the timing of the study, which was conducted during the height of the pandemic.)

- All staff in all of the 14 offices of the Nebraska Department of Labor (NDOL) Reemployment Services Division were interviewed/surveyed, including staff at the Director, Administrator, Regional Manager, Supervisor, and Case Manager levels.
- Overall results of staff interviews/surveys:
 - 74 percent felt that the quality of an organization is determined by the quality of relationships; and
 - 65 percent indicated stress relation to an inability to directly assist customers with Unemployment Compensation issues during the peak of the pandemic.
- Staff at all levels identified two key opportunities for continuous improvement:
 - more frequent programmatic training opportunities with state-level program leaders:
 - NDOL leadership formalized a programmatic training structure;
 - training with staff from NDOL's Unemployment Insurance division, which resulted in a process-improvement project on "meaningful assistance", which was implemented during the first quarter of Program Year 2021 for all Title I and Title III staff.

(d) Customer satisfaction outreach results for Program Year 2020

The State delegated responsibility for assessing customer satisfaction to local workforce development areas, as each local area should be best positioned to develop and implement appropriate methods for assessing customer satisfaction among Title I program participants and local area employers. Each local area provided information regarding its customer satisfaction outreach efforts during Program Year 2020 for their respective Title I adult, dislocated worker, and youth participant and employer populations.

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

Based on the content of the summaries, the State will provide follow-up technical assistance to all local areas on best practices for customer satisfaction outreach concerning:

- development of effective and reliable customer satisfaction outreach methods and tools, including survey construction;
- the significance of random sampling compared to targeted and convenience sampling;
- the need for generalizability and representativeness of outreach results to participant and employer populations; and
- use of customer satisfaction outreach results for continuous improvement.

(1) Greater Lincoln Workforce Development Area

Information regarding Program Year 2020 customer satisfaction outreach efforts by the Greater Lincoln Workforce Development Area is provided in [Appendix I](#).

- It was not possible to determine whether the results of Greater Lincoln's customer satisfaction outreach to its Title I adult, dislocated worker, and youth participant populations are generalizable to or representative of the total population of each program.
 - While Greater Lincoln reported 303 participants responded to customer satisfaction surveys, a denominator wasn't provided, so an overall response rate isn't calculable.
 - Greater Lincoln provided no indication as to which programs the respondents were enrolled or whether the respondents were active or exited participants.
 - Rather than using a random sampling methodology, Greater Lincoln used a convenience sampling methodology, surveying customers who visited the AJC.
- The response rate for Greater Lincoln's surveyed employers was 11.2 percent, with 15 out of 134 *targeted* employers responding. Considering the detrimental effects of the pandemic on Nebraska's employers during Program Year 2020, the 11.2 percent response rate may be reasonable. However, the sample of 134 employers was reported as a *targeted* sample rather than a *random* sample. Further, the total population of employers served by Greater Lincoln during Program Year 2020 was not reported. Based on the *targeted* sampling methodology and the lack of information on the total employers-served population, it is not possible to determine the generalizability or representativeness of the results of outreach to Greater Lincoln employers.
- Greater Lincoln provided its customer-satisfaction survey questions, which are included in [Appendix I](#). The substance of the survey questions do not fully address topic areas that should be evaluated to ensure continuous improvement, including:
 - the way in which customers access services;
 - overall satisfaction with services provided;
 - satisfaction level regarding the courteousness, knowledge, and responsiveness of staff;
 - timeliness of services provided;
 - accessibility and availability of program services, including priority of service for Veterans and adults;
 - physical accessibility of the one-stop delivery system and one-stop centers; and
 - ideas for improvement.

This being said, the Greater Lincoln Workforce Development Board engaged a third party to conduct a continuous improvement study, which yielded meaningful [results](#) that will lead to improvement of services through the Greater Lincoln one-stop delivery system should the local board take action based on the results of the study.

(2) Greater Nebraska Workforce Development Area

Information regarding Program Year 2020 customer satisfaction outreach efforts by the Greater Nebraska Workforce Development Area is provided in [Appendix II](#).

- Greater Nebraska surveyed its Title I adult, dislocated worker, and youth participant populations to determine customer satisfaction.
 - In September 2020, Greater Nebraska contacted 4,915 participants, with 1,287 responding resulting in a response rate of 26.2 percent. In addition, Greater Nebraska contacted an

additional 5,000 participants in December 2020, with 359 responding resulting in a response rate of 7.2 percent, which could be considered a low response rate but may be reasonable considering the time of year (holiday season). The combined response rate for Greater Nebraska's September and December 2020 customer satisfaction outreach efforts was 16.6 percent.

- Greater Nebraska's sampling methodology for both cycles of customer satisfaction outreach was resulted in widespread outreach to individuals who received services during the prior 90-day period. This is a statistically sound sampling methodology. However, Greater Nebraska provided no indication as to which programs the respondents were enrolled or whether the respondents were active or exited participants.
- Greater Nebraska contacted 2,500 employers, with 85 employers responding resulting in a response rate of 3.4 percent. Considering the pandemic's effect on Nebraska's employers during Program Year 2020, this response rate could be considered reasonable even though it is quite low.
- Greater Nebraska provided its customer-satisfaction questions, which are included in Appendix II. The substance of the survey questions do not fully address topic areas that should be evaluated to ensure continuous improvement, including:
 - the way in which customers access services;
 - overall satisfaction with services provided;
 - satisfaction level regarding the courteousness, knowledge, and responsiveness of staff;
 - timeliness of services provided;
 - accessibility and availability of program services, including priority of service for Veterans and adults;
 - physical accessibility of the one-stop delivery system and one-stop centers; and
 - ideas for improvement.

(3) Greater Omaha Workforce Development Area

Information regarding Program Year 2020 customer satisfaction outreach efforts by the Greater Omaha Workforce Development Area is provided in [Appendix III](#).

- Greater Omaha's Title I service providers submitted customer satisfaction information separately, one submission by the service provider for the adult and dislocated worker programs and one submission by the youth program service provider.
- Title I adult, dislocated worker, and youth programs
 - The service provider for Greater Omaha's adult and dislocated worker programs issued an equity survey to 280 participants, with 40 participants responding resulting in a response rate of 14.3 percent. The service provider also issued a COVID survey to 271 participants, with 40 participants responding resulting in a response rate of 14.8 percent. Greater Omaha's youth program service provider contacted 150 participants, with 119 responding for a response rate of 79.3 percent.
- Employers
 - In March 2021, the service provider for Greater Omaha's adult and dislocated worker programs contacted 71 employers, with 20 responding resulting in a response rate of 28.7 percent. The service provider also contacted 43 employers in August 2020, with 27 responding resulting in a response rate of 62.8 percent. Greater Omaha's youth program service provider contacted 25 employers but received no responses.
- Greater Omaha's adult and dislocated worker program service provider submitted the survey questions issued to program participants and employers. Greater Omaha's youth program service provider did not provide the survey questions it issued to employers but did provide generalized topics addressed in the surveys it issued to participants. The survey questions are included in [Appendix III](#). The substance and/or focus of the survey questions provided to the State by both service providers were insufficiently related to customer satisfaction topic areas that should be evaluated to ensure continuous improvement, including:
 - the way in which customers access services;
 - overall satisfaction with services provided;
 - satisfaction level regarding the courteousness, knowledge, and responsiveness of staff;

- timeliness of services provided;
- accessibility and availability of program services, including priority of service for Veterans and adults;
- physical accessibility of the one-stop delivery system and one-stop centers; and
- ideas for improvement.

(e) Progress on the Combined State Plan goals

In Section II.b.2. of the [2020 Combined State Plan for Nebraska's Workforce System](#), plan partners identified two key goals for preparing an educated and skilled workforce that meets the needs of employers: (1) selection and prioritization of development of career pathways and (2) alignment of the state's workforce development system. To support the plan partners in their execution of the goals in Section II.b.2., the Policy and Oversight Subcommittee of the Nebraska Workforce Development Board (State Board) established two workgroups: a career pathways workgroup and an alignment workgroup.

(1) Career pathways workgroup

The career pathways workgroup identified four tasks leading to the selection and prioritization of development of career pathways.

Task 1. Select and prioritize development of career pathways for three or more in-demand industry sectors

The workgroup members selected nine in-demand industry sectors, listed in Table 1 in order of priority, based on the needs of Nebraska's three local workforce development areas, with five in-demand industry sectors emerging as priorities across all three local areas and the remaining four being priority in-demand industry sectors for at least two local areas.

Table 1. Priority in-demand industry sectors

<i>Priority in-demand industry sectors</i>	<i>Greater Lincoln</i>	<i>Greater Nebraska</i>	<i>Greater Omaha</i>
1. Healthcare/medical fields	X	X	X
2. Manufacturing	X	X	X
3. Accommodation and food services	X	X	X
4. TDL: Heavy and tractor-trailer, transportation, and warehouse	X	X	X
5. Construction	X	X	X
6. Educational services 0/K12 and early childhood providers	NA	X	X
7. Agribusiness/natural resources	X	X	NA
8. Technology	X	NA	X
9. Finance and insurance	NA	X	X

Task 2. Identify 3 or more barriers to job seeker/worker participation in career pathways

The workgroup identified seven critical barriers to job seeker/worker participation in career pathways. Workgroup members felt that the list of barriers originally identified in the State Plan overlapped considerably. For that reason, the workgroup combined the barriers identified in the State Plan and the modified barrier list. Below is the workgroup's list of the seven critical barriers, with an operationalization statement for each.

1. Childcare. The financial burden for maintaining adequate childcare impedes continuous employment and may also include an inability to find adequate childcare or disruptions in service that adversely impact single parents at a high rate.
2. Criminal history. Exclusionary policies and practices create structural barriers for ex-offenders and prevent them from re-entering the workforce.

3. Low income. Limited income precludes job seekers/workers from obtaining necessary training or credentials or accessing transportation resources necessary for employment in in-demand industry sectors in the local/regional workforce.
4. Disability/health issues. Unfavorable institutional barriers may arise from employer perceptions of increased business costs, lack of worker qualifications, or performance issues due to disabilities or health issues.
5. Cultural differences. Cultural differences influence norms, values, and beliefs which may extend to language barriers for individuals lacking English language proficiency.
6. Literacy, basic credentials, occupational credentials. Barriers are created when individuals lack adequate literacy skills, basic credentials (i.e., GED or high school diploma), and occupational credentials required to perform minimum job requirements or essential employment functions.
7. Aged-out of foster care. Youth having aged-out of foster care and lacking adequate housing, transportation, education, or training to enter the workforce effectively experience significant barriers.

Task 3. Identify 5 or more critical barriers to employer participation in career pathways

To move forward with this task, workgroup members agreed that business and industry representatives from the in-demand industry sectors identified under Task 1 should be engaged. Those business and industry representative will be asked provide feedback regarding the effect of the critical barriers identified under Task 2 on their willingness to participate in career pathway initiatives. The business and industry representatives would also be asked about other barriers they may be experiencing that inhibit participation in career pathway initiatives.

Task 4. Determine methods for addressing identified critical barriers to participation in career pathways experienced by job seekers, workers, and employers

Through collaboration with State Board, regional and local employers, industry sector partnerships, and other workforce system stakeholders, plan partners will identify methods for addressing the identified critical barriers to participation in career pathways experienced by job seekers, workers, and employers, including:

- supportive services that address the identified critical barriers experienced by job seekers and workers;
- work-based training opportunities, such as Registered Apprenticeship programs, pre-apprenticeship programs, on-the-job training, and internships; and
- coordination of services by and among plan partners and other workforce system stakeholders that assist with the elimination of known barriers for job seekers, workers, and employers.

(2) Alignment workgroup

The alignment workgroup is focusing on seven strategies for alignment of the state's workforce development system:

1. coordinating workforce development activities statewide, as well as regionally and locally;
2. identifying solutions for technology integration;
3. broadening use of the state's common intake system;
4. developing policies that support program and technology alignment;
5. developing and disseminating online resources and information to support fully integrated customer service;
6. developing and implementing state-level cross training and technical assistance; and
7. furthering the efforts of the state's public sector partnership

The workgroup elected to focus its initial efforts on the state's current common intake system (CIS) because its purpose intersects with the purposes of strategies 1, 2, and 6 and common intake continues to be a critical need across Nebraska's one-stop delivery system. The CIS has not been utilized by partners as expected, as it does not interface with partners' management information systems and is, therefore, of little benefit regarding the elimination of duplicated effort for program staff during intake. The workgroup has examined alternatives, some as simple as a paper referral form or as advanced as technology capturing

eligibility information. The workgroup studied the common intake process implemented by the State of Tennessee, which is a low-tech paper-based process. Based on discussions with representatives from Tennessee, the workgroup decided to explore technology-based approaches for Nebraska's common intake process. The workgroup is examining NDOL's newly implemented "eligibility explorer" function in NEworks (NDOL's management information system).

(f) Sector strategies and career pathways

(1) Greater Lincoln Workforce Development Area

(A) Incumbent worker and customized training

During Program Year 2020, Greater Lincoln approved two incumbent worker training initiatives and two customized training initiatives. These initiatives align with the local area's targeted industries and play a role in the continued development of building career ladders (i.e., career pathways). Table 2 provides a breakout for each contract.

Table 2. Greater Lincoln PY20 incumbent worker and customized training contracts

Employer/group	Approval date	Award amount	Training service/funding Source	Employees/ potential-employees served	Match rate
Tabitha Health Care Services	2-25-2021	\$479.00	Incumbent worker training/dislocated worker funds	5	50%
Tabitha Health Care Services	2-25-2021	\$5,580.00	Customized training/adult funds	10	50%
Lincoln Manufacturing Council	4-29-2021	\$20,700.00	Customized training/adult funds	60	50%
Nelnet Diversified Solutions, LLC	4-29-2021	\$62,000.00	Incumbent worker training/dislocated worker funds	15	50%
Total	-	\$88,759.00	-	90	-

Tabitha Healthcare Services – Incumbent worker training and customized training

Need for training – Incumbent worker. Assist current team members who were working under COVID-19 Executive Orders without an active registration on the NDHHS Nurse Aide Registry. Training/re-testing would allow them to maintain employment after the exemptions are lifted.

Need for training – Customized. Select individuals who are interested in completing a CNA course, provide certification course, and hire upon successful completion of class.

Occupational demand for trained individuals. Tabitha and other providers are constantly seeking CNAs to join their workforce as this is our highest demand in unfilled positions and is a critical occupation to providing care to our seniors.

Length of training. CNA course is a 76-hour course but may include up to 116 contact hours. It can be completed through a hybrid online format or face-to-face classroom setting. Depending on the course and location providing class, the class length varies.

Target group for training. Internal growth opportunity for current employees, unemployed/under-employed individuals, young adults seeking a career in healthcare, and adults transitioning career to healthcare.

Objectives of the training. Grow healthcare workforce by providing initial training for individuals seeking a career in healthcare.

Skills and Services. Tabitha will develop the following skills: Teach responsibilities related to activities of daily living for patients, such as bathing, dressing, grooming, feeding, toileting, transferring/ambulation, and continence. Learn communication regarding safety, emergency care, concern, and wellbeing of patients, along with skills to build meaningful relationships with patients being served.

Nelnet Diversified Solutions - Incumbent worker training

Need for training. In 2018, Nelnet Diversified Solutions, LLC, a subsidiary of Nelnet, Inc., acquired another student loan servicing organization, Great Lakes Educational Loan Services, Inc. ("Great Lakes"). With the acquisition of Great Lakes, Nelnet currently operates and maintains two direct loan servicing systems to service federal education loans for the US Department of Education. These systems reside on two different technology stacks, IBM Mainframe (Great Lakes) and IBMi (Nelnet). Nelnet is also developing a new servicing platform using modern development principles like cloud computing (AWS), microservices architecture, and object-oriented programming (TypeScript, C#, etc.). This new platform is intended to eventually replace both of the legacy IBM Mainframe and IBMi platforms that many of Nelnet's current associates support. As Nelnet moves more pieces of the legacy systems onto the new development platform, there would be less work for the associates that do not have the modern development skillset. To mitigate a potential reduction in workforce, Nelnet sought to train certain associates in the skills required to operate Nelnet's new loan servicing system. By acquiring these new skills, Nelnet associates were not only be able to remain with Nelnet and further Nelnet's overall competitiveness as it relates to technology and servicing, but they also became more marketable generally, as the newly acquired skills are generally more relevant and in-demand for software developers.

Occupational demand for trained individuals. The trainings described below produced more advanced software developers. Software developers are designated as high wage, high skill, high demand (H3) by NDOL (<http://h3.ne.gov>). Recent salary projections from NDOL regarding the *Software Developers, Applications* occupation indicate an entry-level salary of \$62,574 (\$30.08/hour), median-level salary of \$89,141, and experienced-level salary of \$103,059 for that occupation. There is a well-documented shortage in Nebraska, including Lancaster and Saunders Counties, for software developers of all experience levels. Long-term projections indicate a 24.3 percent increase in the need for software developers servicing Nebraska-based employers during the 2018 to 2028 timeframe, with projected average annual openings of 500 per year (<https://projectionscentral.com/Projections/LongTerm>).

Type of training to be provided. Proprietary "Transition Academy" training was provided to certain Nelnet associates by Nebraska Development Labs (a joint venture of Doane University and Don't Panic Labs) over the course of approximately 18 weeks. The purpose of this training was to provide trainees with skills necessary to be an effective entry-level software developer in current and emerging technology environments. In addition, Galvanize Inc. ("Galvanize") provided Nelnet associates with customized software developer training over the course of approximately 12 weeks. The purpose of this training was to provide trainees with skills necessary to be effective practitioners of programming in C#, TypeScript, and Angular.

Length of training. The Transition Academy training ran from approximately April 26, 2021 to August 27, 2021 (with the last 4 weeks of said training to take the form of a Nelnet-led apprenticeship). The Galvanize training ran from approximately May 24, 2021 to August 13, 2021.

Target group for training. Transition Academy and Galvanize training were provided to Nelnet associates, who work entirely remotely and provide the majority of their services to Nelnet's Lincoln offices. The associates were selected due to an identified skills gap that the training helped to close.

Objectives of the training. The overall objective of each training was to provide Nelnet IT associates with a guided learning program in order to best position themselves and Nelnet for future success by obtaining the knowledge and skills necessary to align with Nelnet's IT strategy and business priorities. The specific knowledge and skills that were to be gained are listed below. It was also expected at the end of each training, Nelnet associates would learn new models, techniques, and technologies as they emerge and appreciate the necessity of continuing learning and professional development.

Specific skills learned. By the end of both the Transition Academy and Galvanize programs, trainees:

- demonstrated proficiency with core syntax and understanding of C#, TypeScript, and Angular;
- understood algorithms and data structures that are commonly employed in modern development frameworks like .Net 5.0 and Angular;
- followed modern best practices when writing typescript and C# code that incorporates object-oriented programming concepts, SOLID design principles, and a functional paradigm;
- demonstrated an understanding of full-stack software app design, development, implementation, and verification using a variety of development tools throughout the stack;
- gained a more developed understanding of reduction of engineering uncertainty through analysis and estimation of requirements, service-based system design, quality engineering practices, hosting applications in the cloud, and application of different security models;
- developed a professional development plan; and
- completed a capstone project as a member of a cohort development team.

Lincoln Manufacturing Council (LMC) – Customized training

Need for training. 15 manufacturing companies in Lincoln have identified lack of a skilled workforce as a barrier to growth and expansion. These manufacturers are working together to provide skills training, along with supportive services like childcare and a stipend to ensure that workers can participate in and complete basic skills training in manufacturing safety, planning, and basic techniques.

Occupational demand for trained individuals. The LMC program curriculum was designed specifically to meet the entry level skill set needed by the 15 participating manufacturing companies participating in the program and seeking workers.

Type of training to be provided. The 6-week class provided training in measurement, reading work orders, manufacturing workplace protocols, and other basic manufacturing skills. The class resulted in a Manufacturing Tech Certificate.

Length of training. 6 weeks.

Target group for training. Low-wage job seekers looking for employment in the manufacturing industry.

Objectives of the training. Provide entry-level skills training to prepare people to be hired by the 15 manufacturing companies participating in the project including practical training, job shadowing, and basic safety protocols.

Skills and services. Skills will include safety, planning, measurement, reading plans, basic manufacturing techniques, and basic understanding of the manufacturing field through job shadowing. Services include childcare, a stipend, job matching, meals, and a Manufacturing Tech Certificate upon completion.

Note. Lincoln Department of Economic Development helps to coordinate Lincoln Manufacturing Council classes/certificates.

- Classes held:
 - 2 community classes
 - 2 classes with corrections (and Cornhusker State Industries)
 - 1 summer school class (with Lincoln Public Schools)
- Total of 47 participants July 2020-June 2021

(B) Data-driven initiatives

Training services investments

Regarding data-driven initiatives, investments in training services, based on an analysis of the employment needs of the employers in current and emerging in-demand industry sectors and occupations and the needs of the local area's labor force, the local board's [Continuous Improvement Study](#) included business partners

focus groups (refer to page 77). The purpose of these focus group was to engage with business partners on their knowledge, utilization, and engagement with the AJC.

Delivery of career services, training services, and supportive services

Regarding data-driven initiatives focusing on delivery of career services, training services, and supportive services for in-demand industry sectors and occupations, the local area introduced virtual services and scheduling in Program Year 2020. Additionally, during this timeframe the local area built a website (<https://ajc.lincoln.ne.gov/>) to improve access and delivery of services, especially for rural community. It is now possible to [schedule in-person](#) meetings at the Ashland Public Library and the Wahoo Learning Center.

(C) Development and expansion of strategy initiatives

Regarding development and expansion of strategy initiatives addressing the needs of employers, workers, and job seekers through industry or sector partnerships related to in-demand industry sectors and occupations, this work was done during Program Year 2020 primarily through incumbent worker and customized training; however, Greater Lincoln collaborated with the Greater Nebraska and Greater Omaha Workforce Development Areas on the Facebook Career Connections initiative.

Facebook

In collaboration with Greater Omaha and Greater Nebraska, Greater Lincoln participated in the Facebook Career Connections initiative. (Refer to [Section II\(f\)\(2\)\(C\)](#) and [Section II\(k\)\(1\)\(D\)](#) for additional information on the initiative.) Career Connections is an initiative that creates jobs, trains jobs seekers, and empowers local economies. The goal of the program is to equip underserved jobseekers with 21st century skills and connect them to digital marketing careers across the US. With a focus on underserved communities, Facebook amplifies the online presence of small businesses, while launching the careers of jobseekers.

(D) Sector partnership initiatives

The Greater Lincoln Workforce Development Board has partnered with the Lincoln Manufacturing Council to create career pathways for in-demand occupations. (Refer to [Section II\(f\)\(1\)\(A\)](#) for specifics.) Additionally, the local board works hand-in-hand with [EmployLNK](#) to support the development of career pathways. This includes [CareerLadder](#) which is an effort to reconnect Lincoln's new Americans to their education and profession. This project connects skilled immigrants and refugees to career pathways, digital resources, and a professional network while fostering economic opportunity and restoring dignity through work.

(2) Greater Nebraska Workforce Development Area

(A) Manufacturing

The Southeast Nebraska Manufacturing Partnership Group geared up virtual meetings again in 2021. Subjects and projects the group are discussing are described below.

- **Seward LAUNCH Program.** This project stemmed from a discussion with Seward Public Schools Superintendent, SCC, and Seward County Economic Development, about the need to get high school seniors involved in work-based experiences (job shadowing, internships, apprenticeships, etc.) and having the local Chamber of Commerce assist with coordinating local job opportunities in their communities in collaboration with four manufacturers, ESU 6, and Centennial Public Schools as well. The project goal is to get 10 students out in the community this semester with roll out in following semester.
- **ESU 6 reVISION Action Grant.** The grant award will allow teachers to get into manufacturers/businesses buildings and bring back experiences and excitement for students. Funds are available through this grant to send teachers into your places of business for "...externship visits to enhance their knowledge of real-world manufacturing practices so Career Technical Education (CTE) teachers can incorporate current, relevant and local strategies into their lessons and to share with students." Opportunities include industrial technology, business or agricultural occupations relating to manufacturing.

- *Employing youth in manufacturing.* Local manufacturers discussed NDOL's "Employing Youth 16 & Older" handout and insurance regulations. Local companies must coordinate with their insurance carriers before employing youth.
- *York Public Schools work-based experiences.* York High School has been a proponent and collaborative partner in work experiences for 8 to 10 years, recognizing that there were needs-based students having to work to help with family finances. Junior and senior high school students who were down to only a few elective classes take work-based learning during other class times. The high school partnered with Southeast Community College, Southeast Nebraska Community Action Program, and area Career Academies to keep things aligned.
- *Customized training.* Southeast Community College added a short-term *Production Welding* course which stemmed from the interest of local employers wanting to develop and strengthen the talent base in our communities. The program is [GAP](#)-approved and included on Nebraska's ETPL.

Central

Central Region offices have partnered with Project Help, Project Edge, Grand Island Chamber of Commerce, Circles USA, and Central Community College to create a Career Pathway. This has been a yearlong partnership with the United Way to impact 30 individuals who are income or otherwise eligible with supportive services, training, employment, leading to self-sufficiency. Employer partners include Nebraska Aluminum Castings, Flowserve, Rutt's Heating and Air Conditioning, Bish Enterprises, Paperworks, CNH, Chief Industries, MFS York Stormor, and Standard Iron.

(B) Healthcare

Central Region offices have partnered with Project Help, Project Edge, Grand Island Chamber of Commerce, Circles USA, and Central Community College to create a Career Pathway utilizing stackable credentials (Med Aide, CNA, etc.). This has been a yearlong partnership with the United Way to impact 30 individuals who are income or otherwise eligible with supportive services, training, employment, leading to self-sufficiency. Several OJTs have been done with Mary Lanning Healthcare.

Northwest High School CNA reVISION. Grand Island has partnered with Northwest on their medical pathway and partnership for potential school to work and apprenticeship opportunities.

(C) Tech Sector

Career Pathways

All three local areas partnered to bring the Facebook Career Connections (FCC) initiative to Nebraska, as FCC required a minimum enrollment number, which would have been difficult for the local areas to meet separately. Participants in this initiative received four weeks of training on digital marketing, followed by a 12-week work experience placement. Employers received training on hosting a work experience placement, assistance with developing a digital marketing plan, and a \$500 credit in Facebook advertising.

Greater Nebraska has adopted this model in order to offer it year-round and to/through other industries. This model will include the learning component and work experience placement for participants, coupled with training on how to host a work experience placement for employers.

Nebraska Tech Collaborative partnership

Learned about Nebraska Tech Collaborative (NTC) efforts and initiatives, existing employer partnerships, and potential for future partner growth in Grand Island and Scottsbluff. Greater Nebraska provided education on and a walk-through formal presentation to NTC President Jona Van Deun alongside NDOL Administrator Bobbi Jo Howard and Regional Manager Randy Kissinger and then provided a formal webinar presentation to NTC executive committee partners with 31 employer representatives. The presentation covered OJT, customized training, incumbent worker training, the Worker Training Grant Program, work experience, and Nebraska's ETPL.

(D) Transportation

The Grand Island AJC partnered with GI Express and Central Community College's CDL training program. This partnership was initiated in part through the manufacturing sector partnership to address multiple community transportation plans.

(3) Greater Omaha Workforce Development Area

(A) Career pathways

Greater Omaha is in discussions with TANF and local IT professionals to create a pilot program that offers training and employment to TANF participants in the IT field. The pilot would include the following components:

- introductory information presented regarding web development;
- career readiness assessment and determination; and
- upon completion of training, job placement.

A coaching component is being explored for participants placed in employment positions.

(B) Development and expansion of strategy initiatives

Business Workshops

In an effort to provide better resources to business, during Program Year 2020, Greater Omaha have continued our new series of workshops aimed specifically at highlighting important programs and information from our community that may be useful to business to grow and succeed in this challenging economy. Greater Omaha's goal is to provide this content in a hybrid fashion in the future with attendance being allowed in person and over Zoom. These monthly workshops launched on April 15, 2021 and have been presented over Zoom on the third Thursday of each month. Greater Omaha continues to partner closely with the EmployOMA coalition and our one-stop workforce partners to get the word out about these events and have found great success. The August event had 43 attendees, the majority of which were local business representatives.

Industry Listening Sessions

Greater Omaha's Career Readiness to Eliminate Disparities (CRED) Team launched industry listening sessions during Program Year 2020 to better engage business leaders. The interactive 90-minute sessions are conducted virtually and have included representatives from healthcare; construction; manufacturing, and transportation, distribution, and logistics industry sectors. The key goals of these sessions are to identify opportunities to:

- be a better partner to the businesses served by Greater Omaha by increasing understanding of hiring needs, including current efforts to recruit a diverse and skilled workforce; and
- better connect the resources we have available today to meet future job expectations.

(C) Sector partnership initiatives

Greater Omaha is an active partner with existing sector partnerships within the Greater Omaha service delivery area, including Dream It, Do It, the Greater Omaha Chamber Manufacturing coalition, and the Omaha STEM eco-system and its various subcommittees. Greater Omaha also actively participates in various industry advisory councils through Metropolitan Community Council, Omaha Public Schools, Westside Community School District, Millard Public School District, and through various chamber of commerce industry advisory groups. There are also nearly a dozen local and specialized chambers of commerce in the Greater Omaha service delivery area, and Greater Omaha works to actively engage leadership at each of these chambers through invitations to participate in Greater Omaha events and committees and through attendance at local chamber events and meetings.

(4) Work-based training and career pathways

Registered Apprenticeship

Registered Apprenticeship continued to expand in Nebraska during Program Year 2020.

- During Fiscal Year 2021 (October 1, 2020 to September 30, 2021), 1,742 new apprentices began Registered Apprenticeship Programs.
- As of November 2021, Nebraska has a total of 3,700 apprentices enrolled in Registered Apprenticeship Programs.
- Since January 2021, 474 apprentices have completed their respective Registered Apprenticeship Programs.
- As of November 2021, there are currently 103 active Registered Apprenticeship Programs with 180 participating employer partners in Nebraska.
- During Fiscal Year 2021, 16 new programs were registered, 6 new occupations were added to existing programs and 21 new participating employers were added to group programs.
- The variety of industries for active Registered Apprenticeship Programs in Nebraska currently includes trades, healthcare, manufacturing, technology, energy, culinary, and workforce development.

JAG (Jobs for America's Graduates) Nebraska ²

Nebraska's ongoing 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.

JAG program was launched in 1979 and is currently operating in 40 states and the US Virgin Islands, serving more than 1.4 million students. In January of 2019, JAG Nebraska started with three sites in Columbus, Fremont, and Macy. On July 1, 2020 JAG Nebraska established a multi-year partnership with NDOL and United Way of the Midlands (UWM), a 501(c)3 organization. UWM holds the affiliation agreement with JAG National for the JAG Nebraska program and through this governance and structure is forming a broad base of public, philanthropic, and education support from the school districts in creating a strong and programmatic foundation. Because of the excitement and progress of JAG Nebraska, Nebraska welcomed five new sites in the Fall of 2020. New programs were implemented in the following schools: Fremont High School (grades 9 and 10); Grand Island Senior High School (grades 11 and 12); Hastings Senior High School (grades 11 and 12); Nebraska City High School (grades 11 and 12); and York High School (grades 11 and 12). Two additional programs were launched in the Omaha Public School system (OPS) in January of 2021. Those two new sites were established in Bryan Middle School and Monroe Middle School, serving 7th and 8th grade students. In the fall of 2021, JAG Nebraska will be expanding into 4 additional schools: Benson High School (grades 9 and 10), Bryan High School (grades 9 and 10), Nathan Hale Middle School (grades 7 and 8), and Norris Middle School (grades 7 and 8). The expansion will raise the total number of JAG Nebraska programs to 14.

Table 3. Actual JAG Nebraska enrollments, Program Year 2019

Program Year 2019	# of students
Total Enrollment PY2019-2020 (<i>three programs</i>)	130
Total Number in Follow Up (Class of 2019)	13
Total Number Served (Class of 2020)	143

Table 4. Actual JAG Nebraska enrollments, Program Year 2020

Program Year 2020	# of students
Total Enrollment PY2020-2021 (<i>10 programs</i>)	354
Total Number in Follow Up (Class of 2020)	44
Total Number Served (Class of 2021)	398

²JAG Nebraska, "2020 – 2021 End-of-Year Report"

Table 5. Projected JAG Nebraska enrollments, Program Year 2021

Program Year 2021	# of students
Projected Number of Participants PY2021-2022 (14 programs)	580
Total Number in Follow Up (Class of 2021)	114
Projected Number Served including Follow Up PY2021-2022	694

JAG Nebraska's program model, taken as a class during the day, continues to be successful addressing dropout prevention, by providing schools in Nebraska with resources that engage student learning, promote healthy lifestyles, remove barriers that impede their success, and provide supportive services to reduce absenteeism, decrease office referrals, raise GPA's and motivate our young adults to become successful after high school graduation.

JAG Nebraska strives to select those students with the highest need for the program. When selecting students for the program, JAG Nebraska considers three key factors:

1. Do the students need, want, or can they benefit from the services JAG Nebraska provides?
2. Does the class roster indicate equitable composition, 50 percent female and 50 percent male?
3. Is JAG Nebraska recruiting 25 percent of the students considered top tier academically, 50 percent in the middle tier, and 25 percent in the lower tier?

The top five challenges that JAG Nebraska students struggle with on a daily basis are ranked below in Table 6.

Table 6. Top 5 challenges to reaching success

Rank	Challenge	% of students experiencing the challenge
1	Lacking marketable occupational skills that are in demand in the labor market	92
2	Economically disadvantaged as defined by public assistance, TANF, or free lunch status	86
3	Having inadequate or no work experience	84
4	Lacking motivation or maturity to pursue education or career goals	78
5	Experiencing low academic performance	71

Since the pandemic began, JAG Nebraska specialists continued to support JAG students both in school and in a virtual setting. Daily lessons were provided to all participants and each were responsible for submitting homework, which was recorded for accountability. The JAG Nebraska specialists also documented records on absenteeism, office referrals, GPAs, and noting whether or not students were on track to graduate. The latter was determined by the number of passing grades they received in a given time period or credit deficiency. This information was collected from prior year, end of year (December 2019, pre-pandemic), mid-year (January 2021), and end of year (June 2021). From this data, JAG Nebraska determined that absences increased during that timeframe by 19 percent and office referrals decreased by .06 percent. During the same time period, GPAs increased by .08 percent and 87 percent of all JAG participants were on track to graduate, a 10 percent increase from the pre-pandemic time period.

Every JAG Nebraska high school graduate receives 12 months of follow-up support services after graduation. The JAG Nebraska program relies heavily on the outcomes entered into the JAG Force data management system with the end goal of assuring the successful transition from graduation to full or part time employment, enlistment in the military, or post-secondary education for each graduate. On May 31, 2021, JAG Nebraska collected performance data and the results for the Class of 2020 were exemplary. This data is what sets our program apart from the rest. Through this accountability, JAG Nebraska continues to raise the bar on reaching successful graduation rates, positive outcomes, and placements in employment, post-secondary education, vocational training, trade certification, or the military.

Table 7 lists JAG Nebraska's performance outcomes as of May 31, 2021 across the three programs at Columbus High School, Fremont High School and UMÓⁿHOⁿ Nation School, Macy. For the Class of 2020, the graduation rate was a remarkable 100 percent, while the nation's overall graduation rate was 85 percent.

Table 7. JAG Nebraska Performance Outcomes for the Class of 2019 & the Class of 2020

Metrics	JAG standard	Class of 2019	Class of 2020	Class of 2021 ³
Graduates	90%	100%	100%	94%
Non-graduates	<2%	0/13	0/44	7/114
Total civilian job placements and military service	60%	54%	77%	N/A
Total in full-time employment	60%	29%	79%	N/A
Total positive outcomes	75%	92%	86%	N/A
Further education rate	35%	38%	43%	N/A

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.⁴ During Program Year 2020, the program funded 105 grants, in whole or in part, with 67.74 percent of all grant applications being funded. By awarding \$768,664 throughout the state, WTP will benefit an estimated 88 Nebraska businesses and 2,121 Nebraska workers. Matching funds from participating employers exceeded \$2.85 million. The top training activities during Program year 2020 include (ranked by number of approved requests):

Table 8. Worker Training Program Training Activities for Program Year 2020

Training activity	# of grants awarded	% of all grants approved
1. Manufacturing/Machine Operations	18 grants	17.14%
2. Management/Supervision	16 grants	15.24%
3. Leadership	15 grants	14.29%
4. Medical Techniques/Issues	12 grants	11.43%
5. Workplace Safety/HAZWOPPER/OSHA	11 grants	10.48%
6. IT (Development/Programming/Software)	9 grants	8.57%
7. Apprenticeships	9 grants	8.57%
8. Communications	7 grants	6.67%
9. Diversity & Inclusion	5 grants	4.76%
10. Lean/Kaizen/Six Sigma/ISO Related	3 grants	2.86%

(g) Small state minimum allotment exception

The State did not receive a small state minimum allotment exception for Program Year 2020.

(h) Performance accountability system

(1) State-specific performance measures

The State did not establish state-specific performance measures or goals for Program Year 2020.

³ Performance outcomes for Class of 2021 will be collected for the 2021 Program Year during the 12-month follow up period. With 7 non-graduates the specialists will work those students to see that they have a plan and are on track to graduate before the follow up period ends on May 31, 2022.

⁴ Additional information on WTP is accessible at <https://dol.nebraska.gov/ReemploymentServices/Training/WorkerTrainingProgram>.

(2) Deficiencies

The State has not yet received adjusted levels of performance for its Title I and Title III programs for Program Year 2020 from the US Department of Labor. For that reason, the State has not yet calculated adjusted levels of performance for Nebraska's local Title I programs and is not, therefore, reporting on potential performance deficiencies for the local Title I programs for Program Year 2020. In the absence of Program Year 2020 adjusted levels of performance, the State's performance for Program Year 2020, as reported in [Appendix IV](#), is based on *negotiated* levels of performance rather than *adjusted* levels of performance.

Regarding local area Title I program performance for Program Year 2019 based on *adjusted* levels of performance, two of Nebraska's local areas failed to meet adjusted levels of performance as described below.

(A) Greater Lincoln Workforce Development Area

Greater Lincoln failed to meet adjusted levels of performance for Program Year 2019 as follows:

- failure to meet *adjusted* levels of performance based on an *overall local area single program score* of 84.7 percent for its youth program, falling beneath the 90 percent performance threshold required under the State's performance accountability policy; and
- failure to meet performance base on an *overall local area single indicator score* of 86.5 percent for credential attainment, falling beneath the 90 percent threshold required under the State's performance accountability policy.

(B) Greater Omaha Workforce Development Area

Greater Omaha failed to meet an adjusted level of performance for Program Year 2019 based on of its overall youth program score of 86.7 percent, falling below the 90 percent threshold required under the State's performance accountability policy.

(C) Mandatory technical assistance

Based on local Title I program performance deficiencies for Program Year 2019 and known low performance for Program Year 2020, the State has or will provide mandatory technical assistance to all of Nebraska's local areas on the topics:

- November 29, 2021: Dislocated worker program outreach and recruitment; and
- December 13, 2021: Credential attainment and measurable skills gains.

(3) Co-enrollment and common exit

(D) Co-enrollment

Requirement

Under the State's current performance accountability policy,⁵ 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;
- 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.

⁵ The policy is accessible at <https://dol.nebraska.gov/webdocs/getfile/0ab5ca8e-5328-4dda-9b92-aa77f304532e>.

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.⁶
- Individuals participating in Nebraska's RESEA program (NEres) must be co-enrolled in Wagner-Peyser.⁷

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

(E) Common exit

Under the State's current performance accountability policy, 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 exits 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.

⁶ TEGL 21-16

⁷ UIPLs 8-18 and 7-19

(4) Negotiated performance levels

(A) State level

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 2020 and Program Year 2021 are listed below in Tables 9 through 12.

Table 9. Title I adult program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	78.0%	78.0%
Employment (fourth quarter after exit)	78.5%	78.5%
Median earnings (second quarter after exit)	\$6,300	\$6,300
Credential attainment rate	61.0%	61.0%
Measurable skill gains	41.0%	41.0%

Table 10. Title I dislocated worker program negotiated levels of performance, Program Years 2020 and 2021

Performance Indicators	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	86.4%	86.4%
Employment (fourth quarter after exit)	85.9%	85.9%
Median earnings (second quarter after exit)	\$8,250	\$8,250
Credential attainment rate	60.0%	60.0%
Measurable skill gains	45.0%	45.0%

Table 11. Title I youth program negotiated levels of performance, Program Years 2020 and 2021

Performance Indicators	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	78.0%	78.0%
Employment (fourth quarter after exit)	77.0%	77.0%
Median earnings (second quarter after exit)	\$3,545	\$3,545
Credential attainment rate	54.8%	54.8%
Measurable skill gains	41.8%	41.8%

Table 12. Title III Wagner-Peyser Employment Service negotiated levels of performance, Program Years 2020 and 2021

Performance Indicators	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	73.0%	73.0%
Employment (fourth quarter after exit)	73.0%	73.0%
Median earnings (second quarter after exit)	\$6,300	\$6,300

(B) Local level

Greater Lincoln Workforce Development Area

Local negotiated levels of performance for Greater Lincoln Title I adult, dislocated worker, and youth programs for Program Year 2020 and Program Year 2021 are listed below by local area in Tables 13 through 15.

Table 13. Title I adult program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	79.0%	79.0%
Employment (fourth quarter after exit)	79.0%	79.0%
Median earnings (second quarter after exit)	\$7,749	\$7,749
Credential attainment rate	77.0%	77.0%
Measurable skill gains	42.0%	42.0%

Table 14. Title I dislocated worker program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	89.0%	89.0%
Employment (fourth quarter after exit)	92.0%	92.0%
Median earnings (second quarter after exit)	\$8,590	\$8,590
Credential attainment rate	66.0%	66.0%
Measurable skill gains	55.0%	55.0%

Table 15. Title I youth program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	79.0%	79.0%
Employment (fourth quarter after exit)	78.0%	78.0%
Median earnings (second quarter after exit)	\$3,550	\$3,550
Credential attainment rate	55.0%	55.0%
Measurable skill gains	50.0%	50.0%

Greater Nebraska Workforce Development Area

Local negotiated levels of performance for Greater Nebraska Title I adult, dislocated worker, and youth programs for Program Year 2020 and Program Year 2021 are listed below by local area in Tables 16 through 18.

Table 16. Title I adult program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	83.0%	83.0%
Employment (fourth quarter after exit)	79.0%	79.0%
Median earnings (second quarter after exit)	\$6,300	\$6,300
Credential attainment rate	63.0%	63.0%
Measurable skill gains	62.0%	62.0%

Table 17. Title I dislocated worker program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	89.0%	89.0%
Employment (fourth quarter after exit)	86.0%	86.0%
Median earnings (second quarter after exit)	\$8,250	\$8,250
Credential attainment rate	61.0%	61.0%
Measurable skill gains	68.0%	68.0%

Table 18. Title I youth program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	83.0%	83.0%
Employment (fourth quarter after exit)	81.0%	81.0%

Performance indicator	PY20 negotiated level	PY21 negotiated level
Median earnings (second quarter after exit)	\$5,290	\$5,290
Credential attainment rate	55.8%	55.8%
Measurable skill gains	56.0%	56.0%

Greater Omaha Workforce Development Area

Local negotiated levels of performance for Greater Nebraska Title I adult, dislocated worker, and youth programs for Program Year 2020 and Program Year 2021 are listed below by local area in Tables 19 through 21.

Table 19. Title I adult program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	78.5%	78.5%
Employment (fourth quarter after exit)	79.5%	79.5%
Median earnings (second quarter after exit)	\$6,400	\$6,400
Credential attainment rate	62.0%	62.0%
Measurable skill gains	42.0%	42.0%

Table 20. Title I dislocated worker program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	87.4%	87.4%
Employment (fourth quarter after exit)	86.0%	86.0%
Median earnings (second quarter after exit)	\$8,400	\$8,400
Credential attainment rate	70.0%	70.0%
Measurable skill gains	46.0%	46.0%

Table 21. Title I youth program negotiated levels of performance, Program Years 2020 and 2021

Performance indicator	PY20 negotiated level	PY21 negotiated level
Employment (second quarter after exit)	79.0%	79.0%
Employment (fourth quarter after exit)	78.0%	78.0%
Median earnings (second quarter after exit)	\$3,550	\$3,550
Credential attainment rate	55.8%	55.8%
Measurable skill gains	42.8%	42.8%

(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 the Title I programs and Title III Wagner-Peyser Employment Service, regular data element validation is required pursuant to TEGL 23-19 Attachment II. The State is reconfiguring its management information system to align with the requirements established under TEGL 23-19.

(A) Procedures

System-automated Data Validation

Through the State's management information ([NEworks](#)), data is validated quarterly and annually through a large-scale, four-step system-automated data validation protocols, three of which involve WIPS and the fourth involving SWIS.

1. The State's vendor for NEworks provides a full PIRL⁸ file on a daily basis through secure file transfer, which is then uploaded to the WIPS⁹ data validation and reporting clearinghouse during quarterly and annual reporting cycles.
2. In WIPS, the full PIRL file passes through preliminary data validation and edit check protocols, scanning 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 then element b cannot = 2).
3. Once the full PIRL file successfully clears the edit check protocols, full PIRL reports are certified by the State.
4. A similar data validation and edit check process for wage data occurs simultaneously in the SWIS¹⁰ 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.

Records sampling

The State's management information system (NEworks) is now capable of generating random sample reports for use during data validation. Random samples for Title I adult, dislocated worker, and youth program and Title III Wagner-Peyser Employment Service can be drawn based on the sample-size requirements listed in Table 22 using a confidence level of 95 percent and confidence interval of 15.

Table 22. 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

⁸ PIRL means Participant Individual Record Layout, a format for reporting program data to the US Department of Labor.

⁹ WIPS refers to the Workforce Integrated Performance System, the system by which states report on the performance of workforce programs to the US Department of Labor.

¹⁰ 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.

Program population size	Confidence level	Confidence interval	Sample size
25000 - 29999	95%	15	43
30000 +	95%	15	43

Validating

Data validation 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,¹¹ to determine if source documentation is:
 - a. present for data elements applicable to the respective program; and
 - b. an acceptable form of source documentation is present for the applicable data element.
2. For most data elements, multiple forms of source documentation are acceptable under TEGL 23-19. If multiple types of source documentation 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

During Program Year 2020, the State provided customized Rapid Response activities, onsite or at alternate locations, accommodating work schedules and assisting companies and workers with job loss. Rapid Response activities were coordinated at the state level and delivered at the local level by the Rapid Response teams. Required members of each Rapid Response team included:

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

Additional members of Rapid Response teams are included based on employer characteristics and worker demographics and included, in addition to the partners listed above:

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

The State is responsible for 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.

¹¹ ECM (Enterprise Content Management system) and NDM (NEworks Document Manager) are NDOL's source documentation management systems.

Rapid Response events provide an opportunity for Rapid Response teams to meet with workers and inform them 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 2020, Nebraska provided support to employers experiencing or who were at-risk for layoffs. 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 Unemployment Insurance Division staff.

Table 23. Rapid Response and business downsizing assistance services

Region	Total employers	Total services
Greater Nebraska: Region 1	2	2
Greater Nebraska: Region 3	6	6
Greater Nebraska: Region 4	1	1
Greater Nebraska: Region 5	6	8
Greater Omaha: Region 7	5	6
Greater Lincoln: Region 9	2	2
Total	22	25

Table 24. Planning layoff response

Region	Total employers	Total services
Greater Nebraska: Region 1	1	1
Greater Nebraska: Region 2	1	1
Greater Nebraska: Region 3	21	45
Greater Nebraska: Region 4	4	4
Greater Nebraska: Region 5	7	7
Greater Omaha: Region 7	5	6
Greater Lincoln: Region 9	2	2
Total	41	66

Table 25. Layoff aversion informative outreach

Region	Total employers	Total services
Greater Nebraska: Region 3	5	9
Greater Nebraska: Region 5	1	1
Greater Omaha: Region 7	4	4
Total	10	14

In addition, the Rapid Response Unit's partnership with the State's TET-DWG program resulted in the outcomes listed below.

- 120 individuals attended Rapid Response events.
- 42 unique businesses were served during 46 events.
- Of the participants that attended these events, 14 were enrolled in on-the-job training, 62 were enrolled in occupational skills training, and 53 utilized supportive services.

(j) National Dislocated Worker Grants

(1) 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 and concluding on September 30, 2021. During the period of performance, 316 individuals were enrolled (exceeding the grant enrollment goal of 300), of which 299 were co-enrolled in a local Title I dislocated worker program and 60 were enrolled in on-the-job training, 135 were enrolled in occupational skills training, and 154 received other career services.

(2) 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\(h\)\(3\)](#). TET-DWG program participants were co-enrolled in partner programs, whenever feasible. As mentioned in the preceding subsection, 299 of 316 TET-DWG program participants were co-enrolled in a local Title I dislocated worker program.

(k) Promising practices and success stories

(1) Promising practices

(B) Trade co-enrollment standard operating procedure (SOP)

After identifying low co-enrollment of Trade participants as a contributing factor in low scores on the TAADI, the Trade Program Coordinator developed an SOP to be utilized in all local areas. This SOP was developed based off of best practices identified in a local area that was performing well. Training on the SOP was provided to all three local areas. Additionally, Trade report-out data was offered to all three local areas. To date, one local area has adopted this report out and one plans to begin including data in their report out during Trade Fiscal Year 2021.

(C) TET-DWG marketing plan and training

Nebraska's TET-DWG program commissioned videos targeting dislocated workers and employers for on-the-job training (OJT). These videos were posted on social media and provided to staff to email potential participants and employers. In addition, radio ads were commissioned, and staff presented at several events targeting employers to heavily promote OJTs. To the compliment marketing and outreach efforts, the TET-DWG program, in partnership with the Greater Nebraska Workforce Development Area, held a statewide event via Webex to educate the public on the program and qualifications for all dislocated worker categories, including self-employed workers (based on State issued guidance on serving self-employed individuals). In addition, the TET-DWG program contracted with a consultant to provide statewide comprehensive training on co-enrollment and co-case management for TET-DWG and Title I staff.

(D) Title I career pathways: Facebook Career Connections initiative

All three local areas partnered to bring the Facebook Career Connections initiative (FCC) to Nebraska. Participants enrolled in FCC took part in a four-week training course on digital marketing, followed by a 12-week work-experience placement. In addition, employers received training on hosting the work-experience placement, assistance with developing a digital marketing plan, and a \$500 credit for Facebook advertising.

Greater Nebraska has adopted this model in order to offer it year-round and involve other industry sectors. The Greater Nebraska model will include the academic and work-experience placement components, coupled with employer training on how to host work-experience placements.

(2) Success stories

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

(l) Pay-for-performance contracting

Pay-for-performance strategies and contracts were not in use in Nebraska during Program Year 2020.

III. State-required information

As required under Neb. Rev. Stat. § 48-3304, information is provided in [Appendix VI](#) and [Appendix VII](#) regarding the total amount of Federal funding provided to the State and each local area 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, Program Year 2020

Title I adult, dislocated worker, and youth program participants

Table 1. Results of customer satisfaction outreach to Title I adult, dislocated worker, and youth program participants

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Job seekers were able to complete the survey via paper/pencil, computer, and/or tablet. Additionally, the workforce board completed a Continuous Improvement Study with Wichita State University.
2. How were participants were selected (randomly and/or targeted)?	All customer entering the AJC were encouraged to complete a customer satisfaction survey.
3. How many participants were contacted?	All AJC resource room and WIOA Title 1B customers were invited to complete a survey.
4. How many participants responded?	303 responses – provided in <i>Customer Satisfaction Surveys Year End Report</i> (included below)
5. What did the feedback reveal?	Refer to <i>Customer Satisfaction Surveys Year End Report</i> and the Continuous Improvement Study
6. Describe all continuous improvement processes based on feedback from participants.	Refer to <i>Customer Satisfaction Surveys Year End Report</i> and the Continuous Improvement Study
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to participants.	<ul style="list-style-type: none"> • Surveys are now accessible online in English and Spanish and additional translations are available. • A tablet in the resource room will be setup to collect responses in person. • Frontline staff now have this message in their email signatures: <i>Attention Job Seekers – Let me know how I'm doing. Take a short survey.</i> • Link to the Job Seeker survey is shared on the Greater Lincoln Facebook and LinkedIn pages.

Employers

Table 2. Customer satisfaction outreach to employers

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Verbal and electronic
2. How were employers selected (randomly and/or targeted)?	Targeted
3. How many employers were contacted?	134
4. How many employers responded?	15
5. What did the feedback reveal?	Refer to Continuous Improvement Study
6. Describe all continuous improvement processes based on feedback from employers.	Refer to Continuous Improvement Study
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to employers.	<ul style="list-style-type: none"> • Surveys for employer have been created and are accessible online and additional translations are available. • Frontline employer staff now have this message in their email signatures: <i>Attention Employers –</i>

Information requested	Response
	<p><i>Let me know how I'm doing. Take a short survey.</i></p> <ul style="list-style-type: none"> • Link to Employer survey is shared on the Greater Lincoln Facebook and LinkedIn pages.

Greater Lincoln customer satisfaction outreach tools

PY20 Job Seeker Survey

1. Referred for a service
2. Greeted in a warm, respectful manner?
3. Courtesy and professionalism of staff?
4. Quality of facilities, tools, and technologies?
5. Did the services help you?
6. Were various options/services discussed with you?
7. Do you understand next steps?
8. What barriers do you face in finding employment?
9. What industry are you seeking employment?
10. After my visit, my next step is to?

American Job Center – Job Seekers Focus Group

Purpose: The Public Policy and Management Center (PPMC) has been consulted to identify service area gaps and areas of effectiveness at the American Job Center. As clients of the Center, you have a frontline knowledge of the effectiveness of the services provided at the Center. We will ask you a series of questions listed below to better understand areas of success and improvement in regard to your experiences utilizing the Center's Services.

Question 1. What services from the AJC have you received that helped you?

Question 2. Where else have you gone for assistance to find a job? How did you find out about the AJC?

Question 3. What services do you believe are most helpful in finding a job?

Question 4. What additional services have you received from the AJC (Referrals, Resume Building, Workshops, etc.)?

Question 5. What could the AJC do better assist you?

Profile Questionnaire

Please circle one response for each question.

1. Education Level-
 - Less than high school graduate
 - High-School Graduate
 - Some College
 - College Graduate
2. Current Employment Level-
 - Unemployed
 - Looking for a better job
 - Employed Part Time
 - Employed Full Time
3. Age-

18 and under	25-45
18-25	45+

4. I have used the Workforce Center over the past six months.
 - 1-2 times
 - 2 to 5 times
 - 5 to 10 times
 - 10 or more times

American Job Center – Business Focus Group Questions

1. What services from the AJC have you received that have been helpful?
2. Do employers in the area think of the AJC as an important resource for recruiting new employees?
Why or Why not?
3. When you contact the AJC, how would you describe your experience?
4. Do you have any thoughts about why some businesses don't use AJC services?
5. How could AJC staff be more helpful to employers?
6. Are there services you think should be offered, but aren't currently available at the AJC?
7. How can the AJC best provide leadership for regional workforce development?

Greater Lincoln Customer Satisfaction Surveys, PY20 yearend report

The report is provided on the following eight pages.

Remainder of page left blank intentionally



CUSTOMER SATISFACTION SURVEYS

PY20

July 2020- June 2021

AmericanJobCenter[®]
LANCASTER AND SAUNDERS COUNTIES

CUSTOMER SATISFACTION SURVEYS

The American Job Center of Lancaster and Saunders Counties (AJC) focused on collecting and analyzing Customer Satisfaction surveys during the 2020-2021 Title1 program year. Through its efforts, the AJC collected 303 surveys from job seekers. Job seekers were given multiple options for completing the survey to make survey completion easy and efficient. Job seekers were able to complete the survey via paper/pencil, computer, and/or tablet. Of note, job seekers tended to choose the paper/pencil option.

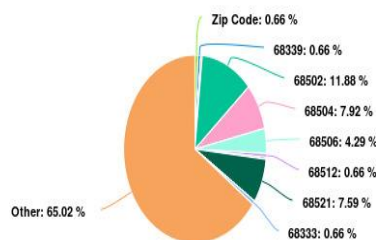
The survey, which was created in conjunction with the Greater Lincoln Workforce Administrator in early 2020, consisted of 12 questions, all which gauge customer service, helpfulness of services, and/or allows the AJC to collect useful continuous improvement data. Questions asked on the survey include:

1. In which zip code do you reside?
2. Were you referred to a program/organization to further assist you in gaining employment?
3. Were you greeted in a warm and professional manner?
4. How would you rate the courtesy and professionalism of staff?
5. How would you rate the facilities and equipment available for your use?
6. How well do you think the services you received will help you?
7. Were various options {of services} discussed with you?
8. Did staff help you understand the service process and what your next steps will be?
9. What barriers do you face in gaining employment?
10. What industry are you seeking employment?
11. After your visit today, what is your next step?
12. Please tell us what we did well and what we need to improve upon (open ended question).

CUSTOMER SATISFACTION SURVEY RESULTS

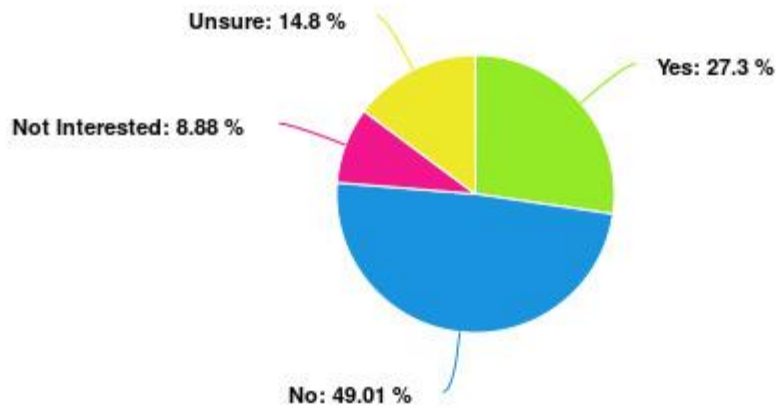
What zip code do you reside in?

1

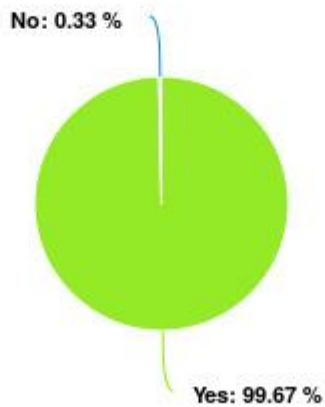


I was referred to a program or organization that could further assist me in gaining employment?

2



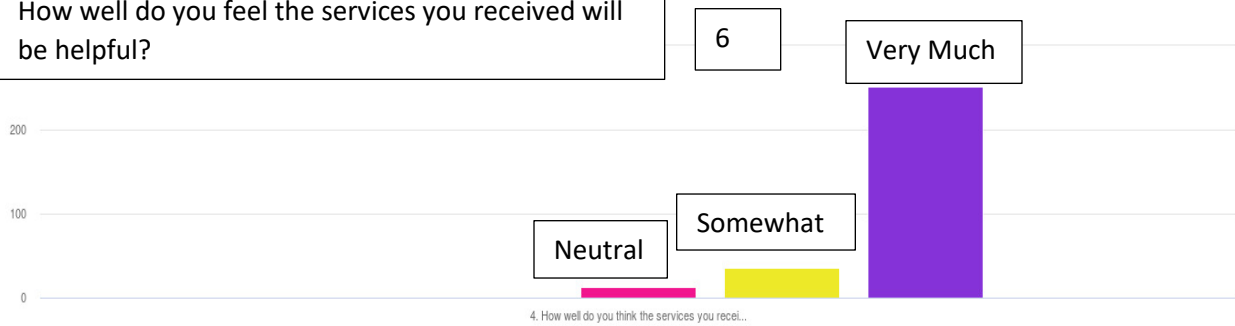
3 Were you greeted in a warm, respectful, and professional manner?



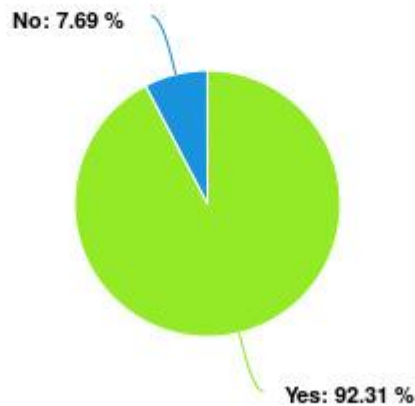
Professionalism & Facilities



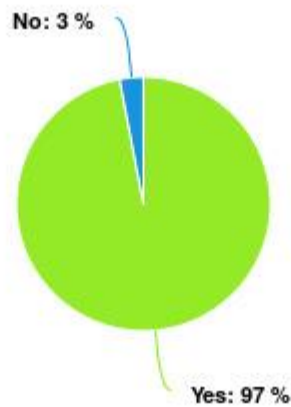
How well do you feel the services you received will be helpful?



7 In order to meet your expectations, were various options discussed in order to help meet your needs?

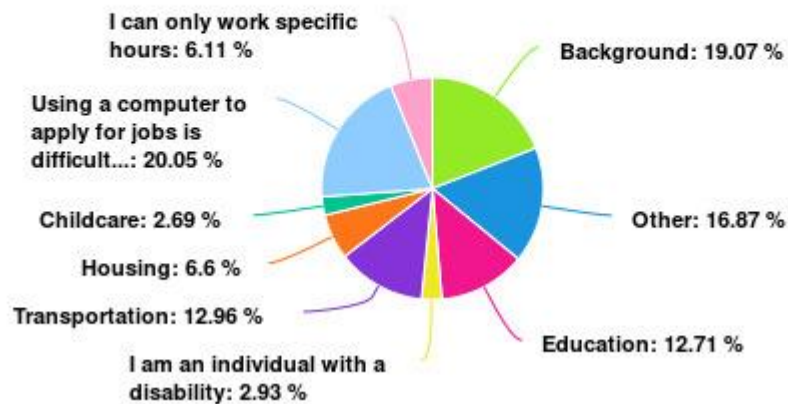


8 Did our staff help you understand the service process and what your next steps will be?



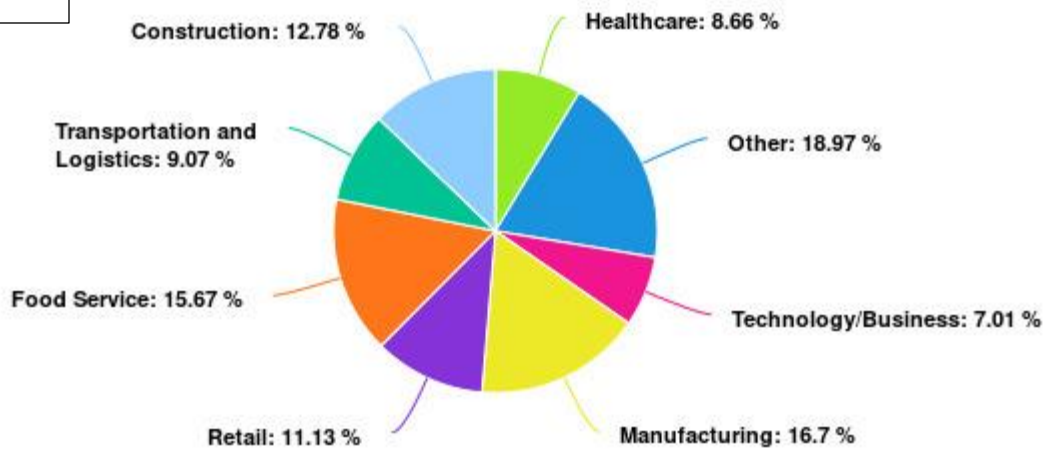
What barriers do you feel you experience in finding employment? Check all that apply

9



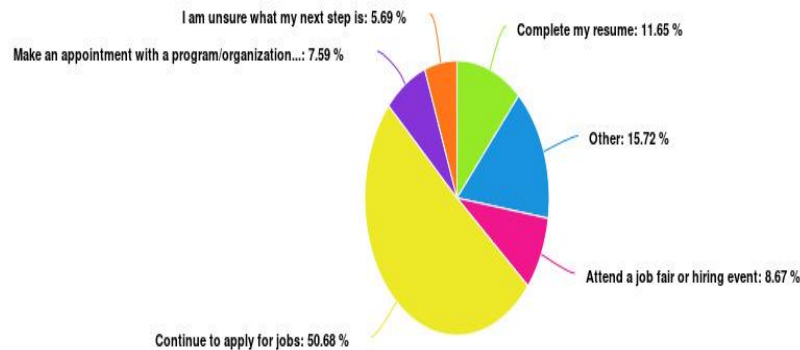
What Industry are you seeking employment?

10



After my visit today, my next step is to:

11



12

Please tell us what we did well and what areas we can improve upon.

- "Nothing. Everyone was very helpful."
- "Need a bigger space with free parking."
- "Need a public bathroom so we don't need to be escorted. Other than that, everything was great."
- "Everything is good. Don't change a thing."
- "They were good at helping with unemployment and resumes."
- "You do well in greeting people and helping them in a respectful manner."
- "Need more languages on computer."
- "I could not do my unemployment without you guys."
- "Don't change a thing."

CUSTOMER SATISFACTION SURVEY DISCUSSION

SUCCESSSES

Customer Satisfaction surveys inquire about two broad categories of service. First, surveys ask about the quality of services as well as the helpfulness and professionalism of staff. Second, survey questions were also devised to better understand the needs of our customers. With regards to the quality of service and professionalism of staff, survey results were almost exclusively positive.

Nearly 100% of respondents indicated a professional and welcoming environment at the American Job Center. In addition, 97% of respondents identified the staff's level of professionalism as "good" or better. Next, 92% of respondents indicated that they were informed of the various services offered at the American Job Center while 97% of respondents said that "next steps" were clear. Finally, 96% of respondents indicated that services were at least "somewhat" helpful, with 84% of job seekers stating that services were "very helpful."

In addition to data about customer service, informative data was also collected from job seekers. Questions about job seekers included: What barriers do you face in seeking employment? What industry are you seeking employment? What zip code do you reside in?

Information gathered about job seekers has led to continuous improvement efforts made at the AJC. Nearly 1/5 job seekers indicated "background" as a barrier to employment. As such, the AJC partnered with the Mental Health Association of Nebraska to provide onsite support to individuals with "backgrounds." Through its partnership with EmployLNK, the AJC also maintained a list of local businesses who work with and hire individuals with backgrounds. As another example of continuous improvement and noting that manufacturing was the most commonly identified industry by job seekers, the AJC hosted several manufacturing companies at the AJC. Kawasaki, Smithfield Foods, Allied Staffing, and Elwood Staffing have all been at the AJC over the past several months to hire for manufacturing type positions.

AREAS OF OPPORTUNITY

While customer service ratings were exceptionally high via feedback provided, there are some opportunities for improvement. First, 49% of respondents indicated that they were not referred to a partner organization with an additional 15% indicating that they were unsure as to whether they were referred for further services. While referrals did improve during the PY20 year, there is still room for improvement regarding the diversity of referrals to more partner organizations. There are various options that could be looked at to assist in this shortcoming. First, continued training of Resource Room staff regarding various partner services. Second, hosting partner staff in the Resource Room to assist customers but also to help all staff members learn about various services could be beneficial. Finally, identifying agreed upon referral procedures amongst partners would be useful. This has been addressed at Partner Forums, but further discussion is needed.

A second area of opportunity is to continue identifying ways to assist customers with computer literacy barriers. Computer literacy has long been a noted barrier of AJC customers; however, the Covid-19

Pandemic added the challenge of being able to host in-person workshops for nearly one year. It is recommended that workshops are developed to address computer literacy. More specifically, based on anecdotal information, computer literacy workshops should focus on navigating NEWorks, completing UI claims, creating emails, and effectively navigating various job search websites.

Last, nearly 51% of respondents indicated that their next step was to “continue applying for jobs.” While job applications are important, it could be helpful if the AJC identified concrete steps for job seekers to take, especially if job seekers are not getting interviews. Ensuring job seekers have professional, completed resumes, are equipped to succeed in interviews, have professional social media profiles, and have all application materials ready (references, previous job history, educational history, etc.). This might look like a “workbook” of sorts for job seekers to complete as a first-step or may be offered in a workshop type setting. Regardless, creating a process or having concrete steps for job seekers may reduce the number of people who simply repeatedly apply for jobs.

Appendix II. Greater Nebraska customer satisfaction outreach during Program Year 2020

Title I adult, dislocated worker, and youth program participants

Table 1. Results of customer satisfaction outreach to Title I adult, dislocated worker, and youth program participants

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	SurveyMonkey link sent via NEworks
2. How were participants were selected (randomly and/or targeted)?	A report was run for individuals receiving services in the local area for the prior 90 days. The link was sent to all individuals on this report via NEworks.
3. How many participants were contacted?	September 2020: 4,915 December 2020: 5,000
4. How many participants responded?	September 2020: 1,287 December 2020: 359
5. What did the feedback reveal?	Individuals who only accessed online services (use of NEworks) or who received services from our part time locations rated services lower than our full-time offices. We also saw a need for education regarding services available in several locations. Comments indicated many were frustrated with their experience filing for unemployment.
6. Describe all continuous improvement processes based on feedback from participants.	The Greater Nebraska One-Stop Operator has facilitated cross-training events to strengthen service delivery. Cross-training will be ongoing, focusing on specific programs. Our partnership with local libraries is being expanded to provide additional training to library staff and access to workforce services staff. Training was also developed (in PY21) to provide reemployment services staff more consistent and comprehensive guidance on provision of meaningful UI assistance.
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to participants.	The Greater Nebraska Workforce Development Board voted to keep the survey open continuously, closing it to pull and clear data prior to each Board meeting. A QR code has been created and staff received an SOP with verbiage on how to promote the survey. The local area will continue to run service reports and send the survey via NEworks and the individual's preferred method of notification.

Employers

Table 2. Customer satisfaction outreach to employers

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	SurveyMonkey link sent via NEworks
2. How were employers selected (randomly and/or targeted)?	A report was run for employers receiving services in the local area for the prior 90 days. The link was sent to all employers on this report via NEworks.
3. How many employers were contacted?	2,500
4. How many employers responded?	85
5. What did the feedback reveal?	Employers who received services from our part time locations rated services lower than our full-time offices. While scores were high across most categories, most offices saw a dip in scores for help finding qualified job applicants.
6. Describe all continuous improvement processes based on feedback from employers.	Field office staff across the state are meeting with employers regularly to identify areas of opportunity for changes in culture (shifts/work-life balance, pay, benefits, support for incumbent workers) and to brainstorm recruiting strategies. Staff are working to connect employers with untapped labor pools, including high school students, individuals older than 55, individuals who have been justice involved, etc.
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to employers.	The Greater Nebraska Workforce Development Board voted to keep the survey open continuously, closing it to pull and clear data prior to each Board meeting. A QR code has been created and staff received an SOP with verbiage on how to promote the survey. The local area will continue to run service reports and send the survey via NEworks.

Greater Nebraska customer satisfaction outreach tools

Greater Nebraska customer service survey questions (participants)

1. Which American Job Center (AJC)/Career Center location did you visit for assistance?
2. On a scale from 1 to 5 with 1 being the lowest and 5 being the highest, how would you rate the provision of the following services:
 - a. Help with job search using the NEworks website (NEworks.nebraska.gov)
 - b. Help with resume and/or cover letter
 - c. Help with job application
 - d. Help finding Veteran services
 - e. Help finding labor market information
 - f. Help with a job interview
 - g. Help with filing Unemployment Insurance (UI) benefits
 - h. Help with testing and/or assessments
 - i. Help finding information on training opportunities
3. Overall, how satisfied or dissatisfied were you with the employment services provided to you?
4. How professional (prompt, accurate, and businesslike) or unprofessional (impolite, inaccurate,

- and unbusinesslike) were the staff of the American Job Center (AJC)/Career Center?
5. How accessible or inaccessible were the staff of the American Job Center (AJC)/Career Center?
 6. How likely or unlikely are you to recommend our services to others?
 7. How did you hear about the job seeker services? (please check all that apply)
 8. Why did you come to the American Job Center for Assistance?

Greater Nebraska employer survey

1. Which American Job Center (AJC)/Career Center location did staff provide services?
2. On a scale from 1 to 5 with 1 being the lowest and 5 being the highest, how would you rate the provision of the following services:
 - a. Help with navigating the NEworks website (NEworks.nebraska.gov)
 - b. Help providing job candidate referrals
 - c. Help posting jobs
 - d. Help with job fair
 - e. Help finding labor information
3. Overall, how satisfied or dissatisfied were you with the employment services provided to you?
4. How professional (polite, accurate, and businesslike) or unprofessional (impolite, inaccurate, and unbusinesslike) were the staff of the American Job Center (AJC)/Career Center?
5. How accessible or inaccessible were the staff of the American Job Center (AJC)/Career Center?
6. How likely or unlikely are you to recommend our services to others?
7. How did you hear about the employment services? (please check all that apply)

Appendix III. Greater Omaha customer satisfaction outreach during Program Year 2020

Title I youth program participants

Table 1. Results of customer satisfaction outreach to Title I youth program participants

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Electronic Survey
2. How were participants were selected (randomly and/or targeted)?	Randomly
3. How many participants were contacted?	150
4. How many participants responded?	119
5. What did the feedback reveal?	<ul style="list-style-type: none"> • Program Services: Very Satisfied (99); Somewhat Satisfied (8); Neither Satisfied nor Dissatisfied (4) • Program Description: High Quality (26); Reliable (52); Useful (26); Ineffective (2); Impractical (1) • Meeting Needs: Extremely Well (61); Very Well (38); Somewhat Well (8); Not So Well (1) • Responsiveness: Extremely Responsive (7); Very Responsive (1) • Quality of Services: Very High Quality (68); High Quality (34); Neither High nor Low Quality (6) • Responsiveness: Extremely Responsive (64); Very Responsive (33); Somewhat Responsive (8); Not So Responsive (2); Not Applicable (1)
6. Describe all continuous improvement processes based on feedback from participants.	Responses below satisfaction receive communication from the Career Specialist assigned. We use the employer feedback to identify areas where participants are doing well and areas of improvements. This information is of benefit to the participant and Career Specialist during their post-WEX conversation.
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to participants.	Survey will utilize a QR code and will be sent out on a weekly basis to participants who were provided a service.

Title I youth program employers

Table 2. WIOA Title I youth program customer satisfaction employer outreach

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Paper
2. How were employers selected (randomly and/or targeted)?	Targeted
3. How many employers were contacted?	25
4. How many employers responded?	0
5. What did the feedback reveal?	Inconclusive; Verbal feedback from site visits and placements have been positive

Information requested	Response
6. Describe all continuous improvement processes based on feedback from employers.	Site visit interactions will be documented on a form and placed in the participant's case file. Responses below satisfaction receive communication from the Business Services Representative and/or Project Director
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to employers.	Survey will utilize a QR code and will be sent out on a weekly basis to employers who employed WEX participants.

Title I adult and dislocated worker program participants

Table 3. Customer satisfaction outreach to WIOA Title I adult and dislocated worker program participants

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Electronic Surveys
2. How were participants were selected (randomly and/or targeted)?	Randomly
3. How many participants were contacted?	Equity Survey – 280 COVID Survey – 271
4. How many participants responded?	Equity Survey – 40 COVID Survey – 40
5. What did the feedback reveal?	Please see attached Able Equity Report and attached COVID Survey
6. Describe all continuous improvement processes based on feedback from participants.	Survey results are used to help the program improve its processes. We use the feedback from clients to make improvements to outreach, processes, customer service, and training provider relationships.
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to participants.	Additional follow up by phone

Title I adult and dislocated worker program employers

Table 5. Customer satisfaction outreach to employers

Information requested	Response
1. What tools were used for customer satisfaction outreach tools (paper or electronic surveys, verbal, etc.)?	Electronic surveys
2. How were employers selected (randomly and/or targeted)?	Randomly
3. How many employers were contacted?	August 2020: 43 March 2021: 71
4. How many employers responded?	August 2020: 27 March 2021: 20
5. What did the feedback reveal?	Please see attached
6. Describe all continuous improvement processes based on feedback from employers.	Survey results are used to help the program improve its processes. We use the feedback from business to make improvements to outreach, processes, customer service, and training provider relationships.

Information requested	Response
7. Describe what will be done to improve the response rate for future customer satisfaction outreach to employers.	Additional follow up via phone

Greater Omaha customer satisfaction outreach tools

Adult and dislocated worker client survey questions

1. What is your current employment status?
 - a. Employed
 - b. Unemployed
 - c. Neither employed nor looking for work
 - d. Employed but looking for a better job
 - e. Other
 - f. No response
2. Which of the following best describes your most recent job search? Check all that apply.
 - a. I was looking for work in the same industry or occupation.
 - b. I was looking for work in a different industry or occupation.
 - c. I was new to the workforce.
 - d. I was not sure which industry or occupation I wanted to pursue.
 - e. Other.
3. How has the COVID-19 pandemic impact you?
 - a. I lost my job due to the COVID-19 pandemic.
 - b. I quit my job due to the COVID-19 pandemic.
 - c. I found a job during the COVID-19 pandemic.
 - d. My spouse/partner lost their job due to the COVID-19 pandemic.
 - e. I feel hopeful about my job service during the COVID-19 pandemic.
 - f. I am facing challenges with securing enough food for my household due to the COVID-19 pandemic.
 - g. I am facing challenges with secure housing due to the COVID-19 pandemic.
4. How has the COVID-19 pandemic impacted your job search?
 - a. I have reliable in-home internet access.
 - b. I have school-age dependents participating in e-learning in my home.
 - c. I have one home computer or tablet.
 - d. I have more than one home computer or tablet.
 - e. I am using online resources to find job leads.
 - f. I am using in-person resources to find job leads.
 - g. I am using word-of-mouth to find job leads.
 - h. I have participated in virtual job interviews.
5. Are there other challenges you have experienced due to the COVID-19 pandemic?
6. What is the industry of your last job?
 - a. Education
 - b. Finance
 - c. Healthcare
 - d. Hospitality of food service
 - e. Information technology
 - f. Manufacturing
 - g. Transportation
 - h. Other
 - i. No response
7. Why did you seek assistance from National Able Network? Select all that apply.
 - a. I was unemployed.
 - b. I was employed but wanted a different job.
 - c. I wanted a new occupation.

- d. I wanted to explore a new career path.
 - e. I wanted the advice of a career counselor.
 - f. I wanted to participate in workshops.
 - g. I needed a new resume.
 - h. I needed a new LinkedIn profile.
 - i. I wanted to receive job leads.
 - j. I wanted to attend National Able Network's hiring events.
8. Did National Able Network give you the help you needed to find a job?
- a. Yes
 - b. No
9. How likely are you to refer a friend or family member to National Able Network?
- a. Highly likely
 - b. Likely
 - c. Neither likely nor unlikely
 - d. Unlikely
 - e. Highly unlikely
 - f. No response
10. Please specify the services you received and how helpful they were to your job search. Check all that apply.
- a. One-on-one career coaching
 - b. Job search work team
 - c. Job search training (resume writing, interviewing, etc.)
 - d. Attended National Able Network job fairs, resource fairs, or hiring events
 - e. Utilized supportive services such as interview clothes, transportation support, or other resources
 - f. Participated in paid on-the-job training
 - g. Received training funds or scholarships
 - h. Earned a professional certification
11. Tell us about yourself.
12. Please enter your zip code.
13. Select race and ethnicity.
- a. Black/African American
 - b. Hispanic or Latinx
 - c. Asian
 - d. White
 - e. American Indian or Alaska Native
 - f. Native Hawaiian or another Pacific Islander
 - g. Multiracial
 - h. No response
14. Please select all of the groups you identify with.
- a. LGBTQ
 - b. Senior Citizen
 - c. Veteran
 - d. Disabled
 - e. Immigrant/Refugee
15. Do you believe you have experienced employment discrimination at a previous or current job or while search for a job?
- a. Yes
 - b. No
16. Do you believe that a prior arrest record has negatively impacted your employment options?
- a. Yes
 - b. No
17. What other feedback would you like to share with us?

Youth client survey topics

1. Program services
 - a. Very satisfied
 - b. Somewhat satisfied
 - c. Neither satisfied nor dissatisfied
2. Program description
 - a. High quality
 - b. Reliable
 - c. Useful
 - d. Ineffective
 - e. Impractical
3. Meeting needs
 - a. Extremely well
 - b. Very well
 - c. Somewhat well
 - d. Not so well
4. Responsiveness
 - a. Extremely responsive
 - b. Very responsive
 - c. Somewhat responsive
 - d. Not so responsive
 - e. Not applicable
5. Quality of services
 - a. Very high quality
 - b. High quality
 - c. Neither high nor low quality

Employer quarterly survey questions, September 2020

1. Have you accessed Business Services at Heartland Workforce Solutions within the last 6 months?
 - a. Yes
 - b. No
 - c. Unsure
 - d. No response
2. Overall, how would you rate your experience with business services at Heartland Workforce Solutions?
 - a. Excellent
 - b. Very good
 - c. Fair
 - d. Poor
 - e. No response
3. Which of the business services have you participated in within the last 6 months? Please select all that apply.
 - a. Sent flyer with job openings
 - b. Attended an employer spotlight event
 - c. Attended a virtual hiring event
 - d. Participated in a career exploration and networking tour
 - e. Completed a business needs assessment
 - f. Met with a business services representative
 - g. Other
4. What business services would you like to see provided?
5. How can we best meet your business service needs?

Employer quarterly survey questions, March 2021

1. Have you accessed Business Services at Heartland Workforce Solutions within the last 6 months?
 - a. Yes
 - b. No
 - c. Unsure
 - d. No response
2. Overall, how would you rate your experience with business services at Heartland Workforce Solutions?
 - a. Excellent
 - b. Very good
 - c. Fair
 - d. Poor
 - e. No response
3. Which of the business services have you participated in within the last 6 months? Please select all that apply.
 - a. Sent flyer with job openings
 - b. Attended an employer spotlight event
 - c. Attended a virtual hiring event
 - d. Participated in a career exploration and networking tour
 - e. Completed a business needs assessment
 - f. Met with a business services representative
 - g. Other
4. Soon we will offer virtual training opportunities for employers. From the list below, what training topics are you interested in? Please select all that apply.
 - a. Worker training grant
 - b. Employment discrimination updates
 - c. Hiring and retaining individuals with disabilities
 - d. Customized training programs for businesses
 - e. Staying in compliance with worker rights (labor law)
 - f. Business incentives (on-the-job training, internships)
 - g. Other
5. What business services would you like to see provided?
6. How can we best meet your business service needs?

Appendix IV. Program Year 2020 performance for Title I and Title III programs – State level

Table 1. Program Year 2020 Title I adult program performance – State

Performance indicator	PY20 negotiated level of performance	PY20 actual	PY20 % of goal
Employment rate Q2 after program exit	78.0%	78.1%	101.0%
Employment rate Q4 after program exit	78.5%	76.5%	97.5%
Median earnings Q2 after program exit	\$6,300.00	\$6,245.00	99.1%
Credential attainment rate within 4 quarters after program exit	61.0%	65.7%	107.7%
Measurable skills gain rate during program participation	41.0%	61.3 %	149.5%
Overall State program score	-	-	101.1%

Table 2. Program Year 2020 Title I dislocated worker program performance – State

Performance indicator	PY20 negotiated level of performance	PY20 actual	PY20 % of goal
Employment rate Q2 after program exit	86.4%	92.3%	106.8%
Employment rate Q4 after program exit	85.9%	89.1%	103.7%
Median earnings Q2 after program exit	\$8,250.00	\$7,903.00	95.8%
Credential attainment rate within 4 quarters after program exit	60.0%	62.3%	103.8%
Measurable skills gain rate during program participation	45.0%	67.3%	149.6%
Overall State program score	-	-	111.9%

Table 3. Program Year 2020 Title I youth program performance – State

Performance indicator	PY20 negotiated level of performance	PY20 actual	PY20 % of goal
Employment rate Q2 after program exit	78.0%	79.6%	102.1%
Employment rate Q4 after program exit	77.0%	83.8%	108.8%
Median earnings Q2 after program exit	\$3,545.00	\$4,162.00	117.4%
Credential attainment rate within 4 quarters after program exit	54.8%	49.6%	90.5%
Measurable skills gain rate during program participation	41.8%	29.6%	70.8%
Overall State program score	-	-	97.9%

Table 4. Program Year 2020 Title III Wagner-Peyser Employment Service performance – State

Performance indicator	PY19 negotiated level of performance	PY19 actual	% of goal
Employment rate Q2 after program exit	73.0%	70.8%	97.0%
Employment rate Q4 after program exit	73.0%	71.0	97.3%
Median earnings Q2 after program exit	\$6,300.00	\$6,849.00	108.7%
Overall State program score	-	-	-

A 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 2020 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 at the end of the applicable Program Year using the Federal *statistical adjustment model*. The

statistical adjustment model is run before a Program Year and after the close of the Program Year to account for actual economic conditions and characteristics of participants served. The adjustment factor is applied 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. Success Stories¹²

Greater Lincoln Workforce Development Area participants

Travis Austin participated in the Greater Lincoln adult program during Program Year 2020. Travis participated in the adult program because he was interested in career exploration, community networks, and job opportunities. Travis is now interning at *Associates in Counseling and Treatment* to learn more about being a trained counselor.

Diana Elias participated the Greater Lincoln youth program during Program Year 2020. Diana is currently serving in the US Navy and is planning on becoming an officer. She came to the United States as a refugee with little education. One of Diana's career goals was to receive secondary and postsecondary education. Her secondary-education goal was accomplished when she graduated from high school in 2015. Her postsecondary-education goal is to obtain appropriate occupational skills training to one day become a police officer.

Hai Ray Paw is a senior at Lincoln High school who participated in the Greater Lincoln youth program during Program Year 2020. During her participation in the youth program, Hai Ray was participated in the Mayor's Youth Employment Program, during which she took part in a summer internship at Lincoln Aging Partners assisting the seniors with chores and other services. After her summer internship was completed, she continued as a volunteer with Lincoln Aging Partners because she loved her experiences there. Her participation in the youth program and her internship allowed her to identify her career goals after graduating high school.

Victor Robertson participated in the Greater Lincoln adult program during Program Year 2020. Victor is a Veteran and wanted to have access to new job opportunities. The adult program has been helping him by lifting financial burdens that he encountered while pursuing postsecondary education. Victor says that his participation in the adult program allowed him to grow professionally and achieve career goals he had set for himself. Victor is now participating in occupational skills training and working toward an associate degree in GSI (geographic information systems) and cartography.

Hunter Schierling participated in the Greater Lincoln youth program during Program Year 2020. Hunter had no idea what direction he wanted his life to go after high school. He knew he didn't want to work a 9 to 5 job, so he got involved with the American Job Center. He received an associate degree and a CDL license because he always had an interest in and a dream of one day becoming a truck driver, since he was a little boy. Through his participation in the Greater Lincoln youth program, Hunter entered into a career path that he really enjoys and that has had a very positive impact on his life.

Hosanna Sok participated the Greater Lincoln adult program during Program Year 2020. Hosanna obtained her bachelor's degree in nursing through participation in the adult program and supportive services support. Hosanna is now a full-time nurse at Hill Elementary School and loves working closely with youth and provide services that support the health needs of the students.

Greater Nebraska Workforce Development Area participants

Maria Alonso participated in the Greater Nebraska youth program during Program Year 2020. Maria wanted to become a nurse and experienced a slow start with occupational skills training course work because she was working while attending training. In January 2017, Maria received a scholarship with the College of Saint Mary (CSM) and transferred to CSM to work on her bachelor's degree. Conditions of her scholarship required that she work a specific number of hours on campus and was required to work for wages. Maria lived in a CSM dorm to make it easier for her to have access to work, tutors, and study groups, but said it was an awkward experience due to her age compared to her classmates. Maria worked hard to earn good grades and the youth program supported her participation in occupational skills training by providing supportive services to cover the cost of tuition and books, fingerprinting and background checks, and NCLEX studies guides to help her achieve her occupational goals. Maria was a remarkably successful student and was offered a job after graduating where she completed her rotation studies. Maria graduated in the spring of 2020. Unfortunately, Maria failed her first NCLEX exam. Her

¹² Signed consent to release forms from each individual represented in the success stories are on file with the Nebraska Department of Labor Reemployment Services Division.

case manager encouraged her to try again and utilized a different study method to prepare for the exam. In November 2020, Maria retook the NCLEX exam following use of the alternative method and passed the exam. Maria is currently working at Bergan Mercy Hospital in Omaha, earning \$28 per hour.

Anthony Luft participated the Greater Nebraska dislocated worker, TET-DWG, and Trade programs during Program Year 2020. Anthony was laid off from Pall Filter and was subsequently co-enrolled in Title I dislocated worker, TET-DWG, and Trade programs. While participating in these programs, Anthony receive assistance with tuition from the Trade program for his participation in the Central Community College associate degree welding program. TET-DWG assist with supportive services and the dislocated worker program provided career planning services. Anthony is now employer as a welder at Stellar Industries.

Greater Omaha Workforce Development Area participants

Ian Goodwin participated in the Greater Omaha adult program during Program Year 2020. Ian was placed in a Registered Apprenticeship program sponsored by Techtonic. About his experience in the program, Ian said:

The Techtonic Apprenticeship and National Able enabled me to take steps towards making three of my biggest dreams come true: being a programmer, solving real world problems for real people, and having a sustainable income to start my own family someday! By training me and connecting me with tech companies looking for talent, Techtonic has made two of the most difficult aspects of getting into tech possible for me and other apprentices. I could not have done this alone, and I'm grateful for God, my friends and family, Techtonic, and their client partners for journeying with me to where I am today and for launching me onto path towards a stable career living out my dreams with passion, confidence, and a smile.

Pamela Petersen participated in the Greater Omaha dislocated worker program during Program Year 2020. Pamela was laid off in August 2020 from her employment with Good Samaritan because her position as Manager of Housing Services had been eliminated. She was co-enrolled in TET-DWG. Pamela was referred by Mary Lanning Health Care (MLHC) for a Patient Representative in their Mary Lanning's Medical Clinic. Pamela was placed in an OJT with MLHC, which she successfully completed and received a pay increase. As of her last follow up in September 2021, Pamela was still employed at MLHC and doing well. Pamela indicated that she is appreciative of the assistance and support she had received while in the program during her OJT.

Danielle Rivers participated in the Greater Omaha adult program during Program Year 2020. Danielle was placed in a Registered Apprenticeship program sponsored by Techtonic. About her experience in the program, Danielle said:

The Techtonic Apprenticeship has been an amazing experience and an opportunity that I am extremely grateful to have had. My exposure to software development, quality assurance, and project management through the apprenticeship has solidified my love for the tech industry in general and my passion for project management specifically. The support that I received from National Able and the WIOA team was amazing. In one short year Techtonic and National Able were able to provide me with a new career path that has changed my life for the better and I will be eternally grateful.

Connor Schonlau participated in the Greater Omaha adult program during Program Year 2020. Connor was placed in a Registered Apprenticeship program sponsored by Techtonic. About his experience in the program, Connor said:

I found the Techtonic Apprenticeship to be better suited to my personal learning style than college; and unlike previous coding bootcamps I had taken, the apprenticeship provided a direct line to a career for me to start my journey. The success of this program was in no small part thanks to the assistance of National Able, who helped provide us with great teachers and services like Pluralsight, which helped me understand my strengths and weaknesses and focus on more targeted growth that would more closely align with my specific goals and interests.

James Toelle participated in the Greater Omaha adult program during Program Year 2020. James was laid off from his position as a laser operator in August 2019. James was very concerned about obtaining employment because of a previous offense on his record. After taking the NEworks assessments for work interest, James decided he wanted to obtain a CDL. James' career planner discussed options with James for training providers and James choose a local community college. James was accepted for the *Approved Training Program* through NDOL's Unemployment Insurance Division, a program that waves work-search requirements while individuals are attending training. James completed CDL training in December and was interested in working for a local CDL company. James' career planner arranged an on-the-job training opportunity with a local employer, and James started as a shag driver earning \$16.50 per hour. Four months later, James was promoted to supervisory role and increased his earnings to \$21.50 per hour.

Jobs for Veterans State Grant (JVSG) Program

Charles Westbrook received DVOP services during Program Year 2020. Charles is a 78-year-old Veteran with significant barriers to employment. Charles came to the Beatrice AJC for assistance with filing for unemployment benefits. The Beatrice AJC was hosting a *Tailgate Job Fair* at the time, and he was interested in attending this event to find employment. Charles visited with the employers attending the job fair and applied for a position with a local grocery store and was hired. Following that event and being hired by the grocery store, Charles commented several times to his DVOP specialist that he had been out looking for work and had received several offers from different employers. His DVOP specialist continued to provide career services to Charles. He has now found full-time permanent employment with the Blue Rivers Area Agency on Aging as a van driver, shuttling clients to and from appointments in the Beatrice area. Charles is very happy with the services that he received from his DVOP specialize and through the Beatrice AJC.

TET-DWG

Shawna Booth participated in TET-DWG and Title I/SNAP Next Step programs during program year 2020. She was a divorced homemaker who was homeschooling her children. Following the divorce, she worked at a local gas station. Shawna wanted to go back to school and pursue an associate degree in business. Shawna's career planner discussed training provider options and they together determined Central Community College (CCC) was the best fit. Shawna enrolled the CCC business administration program and did very well in her classes. While in training, Shawna was accepted for the *Approved Training Program* through unemployment, which waved work-search requirements while going to school. Shawna's career planner assisted her with many services including career planning, financial literacy, individual counseling, and resume preparation. Shawna also faced some serious medical issues during program participation, including major surgery, but this did not impact her continuing education. Shawna graduated in May 2021 and obtained a position at Columbian Village as Housing Manager making \$16.00 per hour.

Crystal Dvorak participated in the TET-DWG during Program Year 2020. Crystal had been employed at Cabela's in Sidney, Nebraska for 7 years and 3 months as a Replenishment and Allocation Analyst but was laid off in March 2018 following the sale of Cabela's to Bass Pro. At the time of program enrollments, Crystal was experiencing a high-risk pregnancy. Because of the massive number of layoffs resulting from the sale of Cabela's, jobs were not available at a comparative wage in Sidney. 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 associated training costs. Crystal was co-enrolled in the local dislocated worker program for training-cost and supportive-services assistance to support her efforts to complete the prerequisite coursework needed for her to continue with her nursing training. Crystal was basic skills deficient in math. Working with the college, Crystal raised her math skills allowing her to continue with nurses training. In December 2018, Crystal became a single parent when her daughter was born. Crystal made the Dean's List in the Fall of 2018 and in July 2019 received a certificate of completion from WNCC for the Nurse Aide course. Crystal went on to pass her State of Nebraska licensure for Nurse Aide. By June 2020, Crystal graduated from Western Nebraska Community College with a diploma in Practical Nursing and then obtained her LPN/multi-state licensure from the State of Nebraska. In July 2020, Crystal began her employment with Regional West Physicians Clinic in Scottsbluff, Nebraska, working in the Women's Center. Crystal wanted a job closer than the 90-minute commute to Scottsbluff from Sidney. Crystal interviewed and was hired at Sidney Regional West, receiving higher pay and better hours. The

TET-DWG and dislocated worker programs partnered to assist Crystal with unmet tuition and fees costs, required book costs, required uniforms, and required costs associated with State of Nebraska licensing.

Rebecca Reedy participated in the Greater Nebraska dislocated worker, TET-DWG, and Trade programs during Program Year 2020. Rebecca had been laid off from the Beatrice Daily Sun after her position was eliminated. She had been a graphic designer for the Daily Sun. While her degree is in journalism, she was concerned that her skills in that field were outdated. There were no similar positions in the Beatrice area and Rebecca was not able to commute any further than Beatrice for work. Rebecca mentioned that she had worked as a CNA more than 20 years ago and enjoyed it. After 20 years, her CNA skills were outdated, of course. After taking her assessments, Rebecca decided she was interested in returning to the nursing industry sector. Rebecca signed up for classes at SCC in the RN program. During participation in the SCC, Rebecca would be traveling to attend classes and clinicals. TET-DWG and Trade assisted with mileage and training costs. Rebecca's wage at dislocation from Daily Sun was \$15 per hour. Rebecca's wage now as a Registered Nurse is \$25 hour. Rebecca is currently receiving follow-up services and loves her new career.

Appendix VI. Program Year 2020 State allotments and local area allocations

Table 1. State of Nebraska – PY 2020 allotment and distributions for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Local area distribution \$	Governor's set aside \$	Rapid Response \$	Total state \$
Youth	2,823,439	498,254	0	3,321,693
Adult	2,181,876	385,036	0	2,566,912
Dislocated Worker	1,822,928	364,584	243,057	2,430,569
Total	6,828,243	1,247,874	243,057	8,319,174

Table 2. Greater Lincoln Workforce Development Area – PY 2020 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	645,974
Adult	443,280
Dislocated Worker	278,069
Total	1,367,323

Table 3. Greater Nebraska Workforce Development Area – PY 2020 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	527,181
Adult	419,968
Dislocated Worker	849,726
Total	1,796,875

Table 4. Greater Omaha Workforce Development Area – PY 2020 local allocations for WIOA Title 1 youth, adult, and dislocated worker programs

Program	Allocation \$
Youth	1,650,284
Adult	1,318,628
Dislocated Worker	695,133
Total	3,664,045

Table 5. PY 2020 distribution of state allotment for WIOA Title I youth program

Distribution %	Distribution \$
85% to designated local areas	2,823,439
15% to Governor's set aside	498,254
Total	3,321,693

Table 6. PY 2020 allocations for local WIOA Title I youth programs

Local area	Allocation %	Allocation \$
Greater Lincoln	22.879%	645,974
Greater Nebraska	18.672%	527,181
Greater Omaha	58.449%	1,650,284
Total	100.000%	2,823,439

Table 7. PY 2020 distribution of state allotment for WIOA Title I adult program

Distribution %	Base funds distribution \$	Advance funds distribution \$	Total distribution \$
85% to designated local areas	364,251	1,817,625	2,181,876
15% to Governor's set aside	64,279	320,757	385,036
Total	428,530	2,138,382	2,566,912

Table 8. PY 2020 allocations for local WIOA Title I adult programs

Local Area	Allocation %	Base funds allocation \$	Advance funds allocation \$	Total allocation \$
Greater Lincoln	20.317%	74,004	369,276	443,280
Greater Nebraska	19.248%	70,111	349,857	419,968
Greater Omaha	60.435%	220,136	1,098,492	1,318,628
Total	100.000%	364,251	1,817,625	2,181,876

Table 9. PY 2020 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	332,884	1,490,044	1,822,928
15% to Governor's set aside	66,576	298,008	364,584
10% Rapid Response	44,385	198,672	243,057
Total	443,845	1,986,724	2,430,569

Table 10. PY 2020 allocations for local WIOA Title I dislocated worker programs

Local Area	Allocation %	Base funds allocation \$	Advance funds allocation \$	Total allocation \$
Greater Lincoln	15.254%	50,778	227,291	278,069
Greater Nebraska	46.613%	155,168	694,558	849,726
Greater Omaha	38.133%	126,938	568,195	695,133
Total	100.000%	332,884	1,490,044	1,822,928

Appendix VII. Program Year 2020 Expenditures

Table 1. Program Year 2020 statewide expenditures for WIOA Title I training services

WIOA Title I Program	Participants receiving training services	Funds expended for training services \$
Youth	120	\$133,718.66
Adult	365	\$963,548.60
Dislocated Worker	179	\$32,474.59
Total	664	\$1,129,741.85

Table 2. Program Year 2020 cost of program activities

Program activity	Funds expended
Greater Nebraska Youth	\$215,316.07
Greater Nebraska Adult	\$339,007.11
Greater Nebraska: Governor's set-aside – adult	\$134,968.73
Greater Nebraska Dislocated Worker	\$160,669.33
Greater Omaha Youth	\$1,060,291.26
Greater Omaha Adult	\$1,480,835.45
Greater Omaha: Governor's set-aside – adult	\$201,241.89
Greater Omaha Dislocated Worker	\$165,964.91
Greater Lincoln Youth	\$372,135.02
Greater Lincoln Adult	\$497,505.63
Greater Lincoln: Governor's set-aside – adult	\$76,290.61
Greater Lincoln Dislocated Worker	\$125,250.34
Rapid Response	\$29,053.09
Statewide Activities Governor's set-aside	\$83,333.32
Statewide Activities IT software maintenance	\$120,994.97
Statewide Activities IT services	\$16,542.51
Total	\$5,079,400.24