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City of Lincoln Workforce Development Program

Year 2 Annual Evaluation Report
January 1 – December 31, 2023



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Executive Summary

This report provides a comprehensive evaluation of Year 2 (January 1 – December 31, 2023) of the City of Lincoln Workforce Development Program that assesses progress on program goals and implementation. In Year 2, seven grantees were funded to advance programs to help Lincoln workers access careers and improve the local economy.

Key Findings

Overall, progress toward program goals has continued in Year 2. Building on a good foundation, grantees expect further progress in increasing future opportunities for career and wage growth, particularly for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.

Goal 1: Address the negative economic impacts of the pandemic each grantee program sought to address. During Year 2, grantees expanded their efforts to address the pandemic’s negative effects by growing capacity of their programs as well as adapting programs to better serve participants by including wraparound approaches or additional workforce development options. Grantees responded to industry workforce needs by expanding programs to help individuals secure skills and/or jobs in healthcare, childcare and education, manufacturing, technology, and transportation sectors.

Goal 2: Increase opportunities for career and wage growth. Aggregate Key Performance Indicator (KPI) data indicates progress has been made towards meeting Goal 2. There have been 656 total enrollments in grantee workforce development programs with 432 occurring in Year 2, representing a 92.9% increase from Year 1. Of total enrollments, 312 individuals have completed a workforce development program (47.5%) and 300 have achieved a credential (45.7%). Of those who have completed programs, 67 individuals who completed a workforce development program reported obtaining a job within targeted sectors (21.5%) and 81 increased incomes within 12 months of completing a workforce development program (30.0%). The reported number of individuals obtaining a job and/or income increase (KPI #4 and #5) during the 12 months following program completion is expected to continue to rise in Year 3, as most individuals who have completed a program have not yet been out of the program for 12 months.

KPI	Year 1	Year 2	Total
KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	224	432	656
KPI #2: Individuals who Completed Sectoral Job Training Programs	42	270	312
KPI #3: Individuals who Achieved a Credential	42	258	300
KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	8	59	67
KPI #5: Individuals who Increased Income within 12 Months of Completing Program	10	71	81

Goal 3: Increase opportunities for career and wage growth for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.

Disaggregated KPI data indicates continued progress towards meeting Goal 3. Although demographic information was not provided for all program participants, the data available illustrates that the City of Lincoln Workforce Development program is serving a more diverse population compared to the overall population of Lancaster County. Additionally, for participants whose targeted impacted group¹ status could be determined, nearly all comprised at least one of the following groups: unemployed or underemployed individuals,² individuals from low- to moderate-income households,³ and individuals who reside in Qualified Census Tracts.⁴

Goal 4: Co-enroll 50% of workforce development program participants in the Workforce Innovation and Opportunity Act (WIOA) program. More progress is needed in Year 3 to meet the City of Lincoln’s 50% co-enrollment goal as currently described. So far, 5.3% of all workforce development program participants are co-enrolled in WIOA services ($n = 35$). However, not all individuals in workforce programs are eligible for WIOA enrollment due to existing employment or other conditions. Therefore, removing those known to be ineligible for WIOA co-enrollment may clarify and improve the usefulness of Goal #4. Of the 120 participants who reported being unemployed at enrollment, the WIOA co-enrollment rate improved to 29.2% ($n = 35$).

¹ U.S. Department of the Treasury. (2022, September). *Compliance and reporting guidelines: State and local fiscal recovery funds*. Version 5.0. <https://home.treasury.gov/system/files/136/SLFRF-Compliance-and-Reporting-Guidance.pdf>

² For the purpose of this evaluation, underemployed individuals are defined as those who work part-time.

³ Low- to moderate-income household status is determined based on household income and the size of the household in accordance with federal poverty guidelines. United States Office of the Assistant Secretary for Planning and Evaluation. (2022, January). *HHS Poverty Guidelines for 2022*. <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

⁴ Office of the Secretary, Department of Housing and Urban Development. (1986). *Statutorily mandated designation of Qualified Census Tracts for Section 42 of the Internal Revenue Code of 1986; Supplemental designation*. Docket No. FR-4372-N-01. <https://www.huduser.gov/portal/datasets/QCT/qct99not.pdf>

Introduction

This report provides a Year 2 (January 1 – December 31, 2023) comprehensive evaluation of the City of Lincoln Workforce Development Program to assess progress on program goals and program implementation. Collectively, the City of Lincoln Workforce Development Program aims to ensure Lincoln workers can access rewarding and financially secure careers and Lincoln businesses and organizations can secure the workforce needed to succeed and grow the local economy. The City of Lincoln initially selected six local grantees to receive American Rescue Plan State and Local Fiscal Recovery (ARPA) funding resources to implement workforce development programs. The initial grantees include the Bryan Foundation, Center for People in Need (CFPIN), Community Action Partnership of Lancaster and Saunders Counties (Community Action), Lincoln Manufacturing Council (LMC), Rabble Mill, and Southeast Community College (SCC). During Year 2, an additional grantee, American Job Center (AJC), was added, which aimed to initiate a Commercial Driver’s License (CDL) program. The funds were awarded to agencies in industries that the Mayor’s Economic Recovery task force identified as lacking applicants and needing employment.⁵

The University of Nebraska Public Policy Center (NUPPC) partnered with the City of Lincoln to evaluate the program. The NUPPC evaluation team works closely with each grantee to track data to report program enrollment and completion, credential achievement, job attainment or improvement, income improvement, and demographic data in addition to metrics unique to each grantee program. The primary intended users of this evaluation include the City of Lincoln and the workforce development grantees to assess progress on goals and program implementation and to meet federal ARPA reporting requirements. The results of this evaluation ultimately aim to inform future workforce development programming.

Evaluation Focus

The NUPPC evaluation focuses on the City of Lincoln Workforce Development program on a city-wide level to assess progress on program goals and implementation. Progress is assessed on the following program goals:

1. Address the negative economic impacts of the pandemic within each grantee program.
2. Increase opportunities for career and wage growth.
3. Increase opportunities for career and wage growth for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.
4. Co-enroll 50% of workforce development program participants in the Workforce Innovation and Opportunity Act (WIOA) program.

In addition, each individual grantee program has its own unique goals and associated metrics. Documentation of individual grantee goals and proposed metrics is included in each grantee’s individual annual report. Though technical assistance is provided by the NUPPC to grantees to complete their own

⁵ City of Lincoln Nebraska. (2022, March 10). *Local agencies awarded \$12 million for workforce development*. <https://www.lincoln.ne.gov/News/2022/3/10>

individual evaluations, this report focuses on the City of Lincoln Workforce Development program across all grantees on a city-wide level.

Methods

Progress on the City of Lincoln Workforce Development program goals is assessed through 1) quarterly collection of Key Performance Indicator (KPI) data, 2) annual collection of participant level datasets from each grantee, 3) an implementation evaluation, and 4) Nebraska Department of Labor WIOA-City of Lincoln Workforce Development Program cohort data. Detailed information on these outcomes is included in the following subsections.

Key Performance Indicators (KPIs)

Data on the following KPIs are collected from grantees on a quarterly basis via an online Qualtrics survey (Table 1).

Table 1: Quarterly Grantee Reporting Timeline

Quarter	Reporting Period	Due Date
Quarter 1	January 1 – March 31	April 15
Quarter 2	April 1 – June 30	July 15
Quarter 3	July 1 – September 30	October 15
Quarter 4	October 1 – December 31	January 15

Selection of the KPIs were based on federal reporting requirements and grantee applications. The KPIs only include individuals participating in the City of Lincoln Workforce Development program as a result of ARPA funding. The KPI data helps meet ARPA federal reporting requirements and assess progress on *Goal 2: Increase opportunities for career and wage growth*. The operationalization of each KPI varies by grantee program. KPI descriptions by grantee program are listed in the appendix.

Key Performance Indicators (KPIs) include:

1. New individuals enrolled in sectoral job training programs.*
2. Individuals who completed sectoral job training programs.*
3. Individuals who achieved a credential.
4. Individuals who obtained a job within targeted sectors within 12 months.
5. Individuals with increased income within 12 months.

*Federally mandated indicator.

Participant Level Datasets

Grantees upload a participant-level dataset to a secure SharePoint site on an annual basis. This dataset includes individual level program participant data from January 1st through December 31st of the program year. The NUPPC provided grantees with an Annual Data Checklist to ensure that data is collected consistently within each program and across grantee programs. The Annual Data Checklist was first provided during the initial Technical Assistance sessions facilitated by the NUPPC in August 2022,

and subsequent sessions are tailored to individual grantee needs. These Technical Assistance sessions allow the NUPPC to work directly with grantees to discuss data security, collection, and management considerations. The Technical Assistance sessions are also used to help grantees tailor their data collection processes to accommodate the unique characteristics of their program and the populations they serve. The participant level datasets were combined into a single dataset, where the data was reconciled, prepared, and analyzed. The participant level datasets allow for disaggregation of KPI data by the following demographics:

- Race/Ethnicity
- Gender
- Educational Attainment at Enrollment

It also allows for the tracking of the total number of participants enrolled who are also in targeted impacted groups,⁶ listed below.

- Unemployed or underemployed individuals⁷
- Individuals from low- to moderate-income households⁸
- Individuals who reside in Qualified Census Tracts⁹

The U.S. Department of the Treasury defines these groups and others as being specifically impacted by the pandemic. Grantee applications all stated they would target unemployed or underemployed individuals, individuals from low- to moderate-income households, and/or individuals who reside in Qualified Census Tracts. It should be noted that the City of Lincoln Workforce Development program also serves historically marginalized populations negatively impacted by the pandemic. This disaggregation is used to assess progress on *Goal 3: Increase opportunities for career and wage growth for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.*

Implementation Evaluation

The implementation evaluation is primarily used to assess *Goal 1: Address the negative economic impacts within each grantee program.* It also documents successes, challenges, and lessons learned

⁶ U.S. Department of the Treasury. (2022, September). *Compliance and reporting guidelines: State and local fiscal recovery funds.* Version 5.0. <https://home.treasury.gov/system/files/136/SLFRF-Compliance-and-Reporting-Guidance.pdf>

⁷ For the purpose of this evaluation, underemployed individuals are defined as those who work part-time.

⁸ Low- to moderate-income household status is determined based on household income and the size of the household in accordance with federal poverty guidelines. United States Office of the Assistant Secretary for Planning and Evaluation. (2022, January). *HHS Poverty Guidelines for 2022.* <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

⁹ Office of the Secretary, Department of Housing and Urban Development. (1986). *Statutorily mandated designation of Qualified Census Tracts for Section 42 of the Internal Revenue Code of 1986; Supplemental designation.* Docket No. FR-4372-N-01. <https://www.huduser.gov/portal/datasets/QCT/qct99not.pdf>

from the grantees' perspectives. The implementation evaluation was guided by three evaluation questions:

1. What steps have been taken to implement and sustain grantee workforce development programs?
2. What strategies have been successful in implementing the grantee workforce development programs?
3. What challenges were faced and what lessons were learned in implementing the grantee workforce development programs?

Qualitative data for the implementation evaluation are primarily sourced from implementation interviews and Grantee Annual Reports.

Implementation Interviews. Brief implementation interviews were conducted during Technical Assistance sessions with each grantee in Spring 2023. These interviews documented successes, challenges, and lessons learned. In December 2023, focus groups were conducted during a grantee meeting, which allowed grantees from different organizations to participate together in answering questions about implementation, sustainability, partnerships, target populations served, and key takeaways. Data from implementation interviews and focus groups were analyzed to identify recurring themes and reported in aggregate without identifying grantees directly.

Grantee Annual Reports. Grantees each upload a Grantee Annual Report to a secure SharePoint site on an annual basis. The reports are the product of grantees completing their own evaluation and summarizing their program activities. The narratives included in the "Implementation" sections of the Grantee Annual Reports inform the NUPPC implementation evaluation.

WIOA Reports

The American Job Center of Lancaster and Saunders Counties provides annual data that includes the number of Workforce Development program participants who are co-enrolled in the Workforce Innovation and Opportunity Act (WIOA) program. This data is disaggregated by grantee program and is used to assess *Goal 4: Co-enroll 50% of workforce development program participants in the Workforce Innovation and Opportunity Act (WIOA) program.*

Results: Progress on Program Goals

Overall, progress has continued toward program goals in Year 2. Grantees continue to build the foundation for successful recruitment and retention efforts, consistent and accurate data collection and reporting, and continuous quality improvement. Grantees expect even more progress in increasing opportunities for career and wage growth in Year 3, particularly for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.

Goal 1: Address the negative economic impacts of the pandemic each grantee program sought to address.

Through the implementation evaluation, grantees described their work to implement workforce development programs that address the negative impacts of the COVID-19 pandemic. In Year 2, grantees expanded their programs to address negative economic impacts in relevant fields, including healthcare, childcare, manufacturing, transportation, and other industries by upskilling and providing workforce training and certification programs for individuals impacted by the pandemic. The following section describes the steps, success, and challenges during Year 2 of implementation.

Program Implementation Steps: Year 2

Although each grantee workforce development program has a unique program design, infrastructure, and goals, grantees all took similar key steps to continue implementation of their programs.

Figure 1: Key Steps Taken by Grantees to Implement Workforce Development Programs



Continued Program Development and Innovation

All grantee workforce development programs are engaged in continuing to develop and adapt their programs to better serve eligible participants. This process has allowed each grantee program to build the physical and organizational infrastructures of their programs. Examples of these activities include establishing and defining partnerships; internally delegating responsibilities and identifying staffing needs; and developing formal procedures for enrollment and the allocation of provisions, resources, and/or stipends to program participants.

In collaboration with the City of Lincoln, grantees established eligibility requirements for program participants to receive ARPA funding. For example, the Bryan Foundation utilized the Bryan College of Health Sciences' student scholarship committee to review student applications for the ARPA-funded nursing scholarships. They created the infrastructure for determining which student applicants were most at-risk for dropping out due to financial or other pandemic-related hardships to effectively target their funds.

Lincoln Manufacturing Council launched three new programs to meet the needs of local manufacturers: a manufacturing skills certificate, a manufacturing upskilling scholarship, and a youth on-the-job training program. The manufacturing upskilling scholarship and youth on-the-job training were not initially planned but were created to meet the evolving needs of local manufacturers and workers. The manufacturing upskilling scholarship is presenting more opportunities for target populations to develop their skills specific to their needs for economic advancement within the industry.

Southeast Community College has also continued to adapt its programs to meet the needs identified by participants. The program offers scholarships to reduce cost barriers to participation for nontraditional students. The grantee also plans to share this information with community partners and to seek collaborative solutions to address barriers jobseekers face in improving their skills and employment prospects.

Building Capacity

In Year 2, grantees continued building capacity for collecting data, reporting, and supporting program participants. Each grantee attended at least one Technical Assistance session with the NUPPC evaluation team to increase their data collection, data management, and reporting capacity related to the KPIs, participant level datasets, and annual grantee reports. Funded programs continued to develop their applications and intake forms to collect demographic data and determine program eligibility of participants. Grantees also developed post-program surveys to track program outcomes like job attainment and wage increases. Data collection and reporting infrastructure evolved as eligibility requirements were established in collaboration with the City of Lincoln to maximize use of funding for the greatest impact for participants.

Grantees also hired staff to support program participants by providing professional development in key competencies of early childhood education, career advancement coaching, and planning support and connections to internal and community resources. For example, Community Action hired an On-the-Job Training Coordinator to support program participants by providing professional development in key competencies of early childhood education, career advancement coaching, and planning support and connections to internal and community resources. Southeast Community College hired a career coach that "has been a huge game-changer as far as providing support for nontraditional students" and by building rapport and trust with their fellow refugees, helping to connect these students with community resources and aid.

The physical building capacity of programs to serve participants also continued to grow in Year 2. Southeast Community College is currently building the space that will officially host their workforce development programs. The new building will house their Office of Work Based Learning and will provide dedicated classroom and industry meeting spaces for upskilling/reskilling in high-wage, high-demand occupations. Construction began in early 2023 and is scheduled for completion in August 2024.

Reducing Barriers to Participation

All grantees continued to develop a marketing and participant recruitment strategy to increase participation in Year 2. Participant recruitment strategies often involved barrier reduction efforts such as offering financial assistance and connecting potential participants to other community resources. Grantees offered program participants childcare assistance, transportation assistance, access to distribution programs, and individualized support such as offering technology equipment needed to complete the program and clothing for job interviews. They also offered participants other career-related services like resume and cover letter development assistance, job search and interview practice, and soft skills training. These types of wraparound supports were cited by grantees to have bolstered their recruitment and retention efforts.

Continuous Quality Improvement and Innovation

All grantees are continuing to utilize program and reporting infrastructure to implement continuous quality improvement efforts. For example, Center for People (CFP) identified strategies to adjust barrier reduction efforts to best meet the needs of program participants and realign recruitment and enrollment practices to better support program goals. They sought input from participants to refine and enhance the structure of wraparound services. As a result of this input, CFP is offering professional development opportunities to staff related to motivational interviewing, trauma-informed care, and the Transtheoretical Model Stages of Change¹⁰ in order to better serve workforce program participants. They also adjusted recruitment and enrollment practices to target individuals who can immediately benefit from the training, credentialing, and career advancement offered through their program.

Program-wide improvements to guidance were also made on an ongoing basis to clarify and specify language related to KPIs and reporting. Such improvements were made to better understand, define, and unify *KPI #3: Individuals who achieved a credential*, as there were questions about what constitutes a credential across multiple grantees. These improvements were shared individually with all affected grantees or through program-wide communications during quarterly Grantee Meetings hosted by the City of Lincoln. Efforts to monitor data quality and successful implementation of updated guidance were made through efforts to reconcile affected grantee records across annual reports, quarterly KPI submissions, and annual participant datasets.

Successful Strategies

Grantees identified several successful strategies used in implementing and innovating their workforce development programs in Year 2. These strategies include hiring staff dedicated to program implementation, developing partnerships, and offering wraparound services and supports for program participants.

Dedicated staff support program implementation

Many grantees hired additional, dedicated staff to implement their programs. This staff worked to support program participants; promote their individual programs; develop procedures for allocating and tracking provisions, incentives, and education progress; and develop partnerships with other grantees and community partners. For example, SCC hired a computer applications instructor, a career coach to

¹⁰ Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American journal of health promotion* : AJHP, 12(1), 38–48. <https://doi.org/10.4278/0890-1171-12.1.38>

support these nontraditional students, a project coach, and a part-time administrative assistant to help implement their program.

Creating partnerships to expand project impact

Grantees discussed the importance of partnerships in a variety of implementation activities, including program marketing, program activity planning, and retention strategy development. LMC is utilizing their partnerships with local manufacturing firms to implement a new Subsidized On-the-Job Training agreement, in which LMC member companies can receive funding to partially subsidize on-the-job training when they hire Manufacturing Tech Certificate completers. This strategy aims to increase job attainment and wage increases after program completion.

Grantees have also discussed the importance of utilizing partnerships with each other to work towards “breaking down silos” and providing combined support to job training participants. For example, Community Action has maintained a partnership with the Southeast Community College’s Tutoring and Transitions program. The SCC program’s outreach coach regularly visits Community Action’s early childhood center to meet with participants pursuing an associate degree in early childhood education. SCC’s career coach also now holds scheduled office hours at the American Jobs Center (AJC) and the CFP making SCC’s workforce education programs more accessible to the underserved individuals targeted by the program.

Wraparound services and supports reduce barriers to program participation

Grantees found that offering wraparound services and supports reduced traditional barriers to program participation and increased program enrollment. The program staff dedicated to implementation and the partnerships developed by grantees were key to offering these supports. Examples of supports include:

- Transportation assistance
- Childcare assistance
- Incentive payments
- Mentorships and coaching
- WIOA co-enrollment
- Connections to community resources
- Equipment needed to complete program (e.g., laptops, computer mouse)
- Resume and cover letter assistance
- Soft skills training
- Job search and interview practice
- English as a Learned Language and citizenship classes for New Americans
- Dedicated time and space to complete program

Community Action identified wraparound services for their teachers as key in reducing turnover, as pay is very low for early childhood educators. These services helped them continue through the program even when their life circumstances changed in ways that would have otherwise forced them to find a higher-paying job. This grantee noted that “from being able to offer the simplest things, a computer to our teachers who want to get a credential or go back to school... I was surprised how much that was a need... Just being able to offer a simple laptop and trying to convince them that it’s really yours, you don’t have to give it back, it’s for you. That was surprising and wonderful.”

Challenges Experienced

Grantees continued to face challenges in implementing their workforce development programs in Year 2. Common challenges included staffing, data gathering, and adapting to participant needs.

Hiring challenges continue to reduce program staffing

Many grantees face continuing challenges in identifying, hiring, and keeping staff to facilitate program implementation. The short-term duration of the grant-funded positions was cited as a difficult barrier for applicants seeking a longer-term position or job security. Staffing also often requires multiple application cycles to identify qualified applicants. For most grantees who planned to hire new staff, this resulted in staffing delays. Wraparound services were identified by grantees as necessary both for supporting participants and reducing turnover. Grantees also cite the short-term grant funding of positions as contributing to the difficulty in hiring, as they are not sure they could support the position once the grant funding ends.

Data Collection

Grantees found some challenges related to data collection and reporting primarily due to staffing changes and the limitations around hiring personnel, as described above. As a result, NUPPC continued to meet with grantees in Year 2 to address and provide advice on issues with data collection and submission for each enrollee as they enter their programs and recordkeeping as they progress. Grantees identified the need for additional staffing to manage data collection and management, as following up with former participants continues to be difficult and requires expenditure of staff time.

Adapting programs and meeting grant goals

Another challenge is remaining flexible enough to shift programs to meet enrollee and program needs while still achieving goals during a short-term grant. This includes partnering with the City of Lincoln, as the funder, to meet programmatic needs and determine eligible activities, with time to implement before the end of the project. One grantee shared what they described as “both an opportunity and a challenge:”

“... [B]ut every time we have come across something and went back [the City program administrator] and said, ‘Can we do this instead?’ She has been so open at looking to see how it might fit within the grant.... It’s been a building process, and it’s been time consuming, but I feel like right now we have the traction and we’re ready to roll, and now we have a year left, so that’s also been a bit of a challenge.”

Sustainability

Grantees express concern regarding their ability to sustain and grow their efforts due to the short-term nature of the ARPA grant funding. Overall, grantees are uncertain how they will continue to pursue program goals without grant funding and are looking for other resources.

“We made significant progress with our goals and are poised for even greater impact with the collaborative projects in process, but we will need additional resources to be able to continue. We are currently exploring options but do not yet have resources identified.”

Goal 2: Increase opportunities for career and wage growth.

Aggregate KPI data indicates that progress continues to be made towards meeting Goal 2 during Year 2 (Table 2). There have been 656 total enrollments in grantee workforce development programs with 432 occurring in Year 2, demonstrating a 92.9% increase from Year 1.

Of total enrollments, 312 individuals have completed a workforce development program (47.5%) and 300 have achieved a credential (45.7%). Of those who have completed programs, 67 individuals who completed a workforce development program reported obtaining a job within targeted sectors (21.5%) and 81 increased incomes within 12 months of completing a workforce development program (30.0%). The reported number of individuals obtaining a job and/or income increase (KPI #4 and #5) during the 12 months following program completion is expected to rise in Year 3 for several reasons. Currently, follow-up information for KPI #4 and #5 is incomplete, as most enrollees who have completed have not yet been out of a program for 12 months and thus have not had the opportunity to demonstrate job attainment or income increase. Additionally, grantees follow up, or collect participant employment and income information, at different time points post-completion due to their unique plans for data collection. As a result, this information is not yet available for many participants. Finally, grantees who follow up with individuals who completed their program experience varying rates of response, further impacting these follow-up KPIs.

As expected, numbers for all KPIs are substantially higher in Year 2 compared to Year 1 due to successful grantee program implementation efforts and the addition of American Job Center (AJC) as a new grantee. While the number of new enrollments is expected to wane nearing program end, this same universal increase is expected to continue during Year 3 especially for KPIs #2, #3, #4, and #5. It should also be noted that program lengths vary, and many individuals are still currently enrolled in their workforce development program. In other words, the difference between KPI #1 (individuals enrolled) and KPI #2 (individuals completed) should *not* be interpreted as the number of people who dropped out of the program. KPI data along each grantee program is shown in Table 3 – Table 7. Revisions to Year 1 information are a result of reconciliation and data collection improvements made during Year 2.

Table 2: Year 1 KPI Summary

KPI	Year 1	Year 2	Total
KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	224	432	656
KPI #2: Individuals who Completed Sectoral Job Training Programs	42	270	312
KPI #3: Individuals who Achieved a Credential	42	258	300
KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	8	59	67
KPI #5: Individuals who Increased Income within 12 Months of Completing Program	10	71	81

Note. Grantee programs collect data on KPI #4 and #5 at different time points. Some have access to employment and income data on an ongoing basis while others collect this data 12 months after an individual completes the program. Data on KPI #4 and #5 represent the year in which this data was reported rather than the year in which an individual obtains a job or increases their income.

Table 3: KPI #1: New Individuals Enrolled in Sectoral Job Training Programs by Grantee Program

KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	Year 1	Year 2	Total
American Job Center	-	3	3
Bryan Foundation	29	43	72
Center for People	52	80	132
Community Action Partnership of Lancaster and Saunders Counties	26	16	42
Lincoln Manufacturing Council	45	100	145
Rabble Mill	72	76	148
Southeast Community College	-	114	114
Total	224	432	656

Note. American Job Center was admitted as a grantee in Y2Q4, and Southeast Community College began participant enrollments in Year 2. As such, KPI information was not available for both grantees during Year 1.

Table 4: KPI #2: Individuals Completing Sectoral Job Training Programs by Grantee Program

KPI #2: Individuals who Completed Sectoral Job Training Programs	Year 1	Year 2	Total
American Job Center	-	2	2
Bryan Foundation	4	31	35
Center for People	2	27	29
Community Action Partnership of Lancaster and Saunders Counties	0	9	9
Lincoln Manufacturing Council	36	78	114
Rabble Mill	0	21	21
Southeast Community College	-	102	102
Total	42	270	312

Table 5: KPI #3: Individuals who Achieve a Credential by Grantee Program

KPI #3: Individuals who Achieved a Credential	Year 1	Year 2	Total
American Job Center	-	2	2
Bryan Foundation	4	31	35
Center for People	2	28	30
Community Action Partnership of Lancaster and Saunders Counties	0	9	9
Lincoln Manufacturing Council	36	78	114
Rabble Mill	0	22	22
Southeast Community College	-	88	88
Total	42	258	300

Table 6: KPI #4: Number of Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program by Grantee Program

KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	Year 1	Year 2	Total
American Job Center	-	0	0
Bryan Foundation	4	28	32
Center for People	0	3	3
Community Action Partnership of Lancaster and Saunders Counties	0	9	9
Lincoln Manufacturing Council	4	15	19
Rabble Mill	0	4	4
Southeast Community College	-	0	0
Total	8	59	67

Note. American Job Center was admitted as a grantee in Y2Q4, and Southeast Community College began participant enrollments in Year 2. As such, KPI information was not available for both grantees during Year 1. Grantee programs collect data on KPI #4 and #5 at different time points. Some have access to employment and income data on an ongoing basis, while others collect this data 12 months after an individual completes the program. Data on KPI #4 and #5 represent the year in which this data was reported rather than the year in which an individual obtains a job or increases their income.

Table 7: KPI #5: Individuals who Increased Income Within 12 Months of Completing Program by Grantee Program

KPI #5: Individuals who Increased Income Within 12 Months of Completing Program	Year 1	Year 2	Total
American Job Center	-	0	0
Bryan Foundation	3	24	27
Center for People	0	8	8
Community Action Partnership of Lancaster and Saunders Counties	0	9	9
Lincoln Manufacturing Council	4	30	34
Rabble Mill	0	3	3
Southeast Community College	-	0	0
Total	10	74	81

Goal 3: Increase opportunities for career and wage growth for job seekers that have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality.

Disaggregated KPI data indicates that progress continues towards meeting Goal 3. Although demographic information was not provided for all program participants, the data available illustrates that the City of Lincoln Workforce Development program is serving a more diverse population compared to the overall population of Lancaster County (Table 9). Additionally, for participants whose targeted impacted group status could be determined, nearly all were part of *at least* one of the groups (94.3%, $n = 346$), which included 39.0% of program participants who were unemployed at enrollment ($n = 120$),

88.9% of individuals who are from low-to-moderate income households ($n = 303$), and 28.1% of individuals who reside in Qualified Census Tracts ($n = 120$).

Disaggregated Key Performance Indicator (KPI) Results

Despite improvements, the disaggregation of KPI data by demographics and impacted groups remains affected by the amount and nature of missing and excluded data in the participant datasets provided by each grantee program. Primarily, factors that constrain the usability of data persist from Year 1, where building capacity for data collection and reporting was delayed and incorporated at different points in time for various grantees. This prevented some grantees from collecting quality participant level data from program participants immediately. Some grantees evaluated and improved data collection processes at the end of Year 1, as they realized they were not collecting all the data requested in the Annual Data Checklist or were collecting data in a way that was inconsistent.

Individual grantee efforts have yielded progress in Year 2, generally improving the quality and completion rates of Annual Data Checklist items. For example, 160 of 224 (71.4%) enrollment records in Year 1 had complete race and ethnicity information. In Year 2, this improved to 339 of 432 (78.5%), representing a 9.9% increase in the number of enrollment records with complete race and ethnicity information. *This demonstrates that grantees were able to both increase the number of total enrollments and to improve the rate at which individual level information was collected for all metrics. As such, Year 2 results may be more robust, and they improve the overall quality of total program outcomes.* Individual level data collection recommendations will continue to be provided by the NUPPC evaluation team in Technical Assistance sessions to improve data completeness, consistency, and quality for subsequent reports.

Taken together, the program results disaggregated by demographic variables are improved but remain limited in their descriptive and analytic strength due to the amount and nature of missing (e.g., data was not collected) and excluded (e.g., data collected did not follow a format that allowed reporting) data. For these reasons, an “Unknown” group for each demographic and impacted category was created to include missing and excluded responses in the disaggregated KPI results below to protect against misinterpretation. Furthermore, because a large proportion of program participants are still enrolled in their workforce development program, individual data was not disaggregated on KPI #2: *Individuals who completed sectoral job training programs* and KPI #3: *Individuals who achieved a credential*. KPI #4: *Individuals who obtained a job within targeted sectors within 12 months of completing the program* and KPI #5: *Individuals who increased their income within 12 months of completing the program* were also excluded from the disaggregated KPI results due to the reasons previously discussed under the aggregated Goal 2 section.

Race/Ethnicity

Race and ethnicity data was provided for 499 of the 656 total program enrollments (76.1%; Table 8). Of those with race and ethnicity data, 54.7% identified as White Alone ($n = 273$), 13.8% identified as Black or African American Alone ($n = 69$), and 11.8% identified as Hispanic or Latino of any Race ($n = 59$). The remaining participants identified as Asian Alone (5.6%, $n = 28$), Two or More Races (5.4%, $n = 27$), American Indian or Alaska Native Alone (3.4%, $n = 17$), Middle Eastern or North African Alone (3.0%, $n = 15$), Some Other Race Alone (1.8%, $n = 9$), or Native Hawaiian or Other Pacific Islander Alone (0.4%, $n = 2$).

Table 8. Individual Level Race and Ethnicity at Enrollment by KPI #1

Race and Ethnicity	KPI #1 Enrollments				% of Valid Total
	Year 1	Year 2	Total	% of Total	
Hispanic or Latino of any Race	19	40	59	9.0%	11.8%
American Indian or Alaska Native Alone - (Non-Hispanic)	4	13	17	2.6%	3.4%
Asian Alone - (Non-Hispanic)	5	23	28	4.3%	5.6%
Black or African American Alone - (Non-Hispanic)	25	44	69	10.5%	13.8%
Middle Eastern or North African Alone - (Non-Hispanic)	1	14	15	2.3%	3.0%
Native Hawaiian or Other Pacific Islander Alone - (Non-Hispanic)	0	2	2	0.3%	0.4%
White Alone - (Non-Hispanic)	88	185	273	41.6%	54.7%
Some Other Race Alone - (Non-Hispanic)	7	2	9	1.4%	1.8%
Two or More Races - (Non-Hispanic)	11	16	27	4.1%	5.4%
Unknown	64	93	157	23.9%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	160	339	499	76.1%	100.0%

Note. Due to the amount and nature of missing and excluded individual level data, the “Unknown” group (missing/excluded responses) for each demographic and impacted category has been included in the disaggregated tables and the percent of total for each KPI.

When compared to the racial and ethnic demographics of all Lancaster County residents, available program participant records continue to indicate that grantee workforce development programs are increasing opportunities for career and wage growth for people of color who have been historically underserved, marginalized, or adversely affected by persistent poverty or inequality (Table 9). For example, 13.8% of program participants with race and ethnicity data identify as Black or African American Alone compared to 3.6% of total Lancaster County residents. Additionally, 3.4% of program participants with race and ethnicity data identify as American Indian or Alaska Native Alone compared to 0.3% of total Lancaster County residents.

Table 9: Number and Percent of Program Participants and Total Lancaster County Residents by Race/Ethnicity

Race and Ethnicity	Number of Participants Enrolled	Percent of Total Enrolled	Number of Total Lancaster County Residents	Percent of Total Lancaster County Residents
Hispanic or Latino of any Race	59	11.8%	24,790	7.7%
American Indian or Alaska Native Alone - (Non-Hispanic)	17	3.4%	1,067	0.3%
Asian Alone - (Non-Hispanic)	28	5.6%	13,225	4.1%
Black or African American Alone - (Non-Hispanic)	69	13.8%	11,701	3.6%
Native Hawaiian or Other Pacific Islander Alone - (Non-Hispanic)	2	0.4%	202	0.1%
White Alone - (Non-Hispanic)	288	57.7%	256,351	79.6%
Some Other Race Alone - (Non-Hispanic)	9	1.8%	861	0.3%
Two or More Races - (Non-Hispanic)	27	5.4%	13,866	4.3%
Valid Total (Excluding Unknown Responses)	499	100.0%	322,063	100.0%

Note. Total population data sourced from the U.S. Census Bureau, American Community Survey, 2022 5-Year Estimates, Table DP05. The Census Bureau does not include Middle Eastern or North African as a Race/Ethnicity response option; therefore, all 15 responses from this category were combined with the White Alone category, following the Census Bureau’s method. Percentages may not add to 100% due to rounding. Table only includes program participants with known racial/ethnic identities. Race and ethnicity data was provided for 499 of the 656 program enrollments.

Gender

Gender data was provided for 515 of the 656 total program enrollments (78.5%; Table 10). Of those with gender data, 56.7% of program participants identified as Female/Woman ($n = 292$), 37.3% identified as Male/Man ($n = 192$), and 6.0% identified as Transgender, Non-Binary, and/or Genderqueer ($n = 31$).

Table 10. Individual Level Gender Identity at Enrollment by KPI #1

Gender Identity	KPI #1 Enrollments				% of Valid Total
	Year 1	Year 2	Total	% of Total	
Female/Woman	95	197	292	44.5%	56.7%
Male/Man	54	138	192	29.3%	37.3%
Transgender, Non-Binary, and/or Genderqueer	14	17	31	4.7%	6.0%
Unknown	61	80	141	21.5%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	163	352	515	78.5%	100.0%

Educational Attainment at Enrollment

Participant educational attainment data at the time of enrollment was provided for 479 of the 656 total program enrollments (73.0%; Table 11). Of those with educational attainment data, just over a third reported having some college or an associate degree (34.9%, $n = 167$), and over a quarter reported having less than a high school degree at enrollment (27.6%, $n = 132$).

Table 11. Individual Level Educational Attainment at Enrollment by KPI #1

Educational Attainment at Enrollment	KPI #1 Enrollments				% of Valid Total
	Year 1	Year 2	Total	% of Total	
Less than High School Graduate	63	69	132	20.1%	27.6%
High School Graduate (Includes Equivalency)	26	100	126	19.2%	26.3%
Some College or Associate Degree	58	109	167	25.5%	34.9%
Bachelor's Degree or Higher	15	39	54	8.2%	11.3%
Unknown	62	115	177	27.0%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	162	317	479	73.0%	100.0%

Impacted Groups

Nearly all determinable enrollees were in at least one impacted group. As discussed in the [Methods](#) section, three “impacted groups” were specifically targeted in recruitment efforts by the City of Lincoln Workforce Development program: unemployed or underemployed individuals, individuals from low- to moderate-income households, and individuals who reside in Qualified Census Tracts. Impacted group status could be determined for 367 of the 656 total program enrollments (55.9%). For participants whose targeted group status could be determined, nearly all (94.3%, $n = 346$) were part of at least one of the impacted groups (Table 12), and nearly half ($n = 167$, 48.3%) of all impacted participants were impacted in more than one way. Although impacted status data was not available for all participants, all participants reimbursed with ARPA funds comprised at least one impacted group defined by the U.S. Department of the Treasury.

Table 12: Number and Percent of Program Participants in Targeted Impacted Groups

Targeted Impacted Group Status	Year 1	Year 2	Total	% of Total	% of Valid Total
In Targeted Impacted Group	123	223	346	52.7%	94.3%
Not In Targeted Impacted Group	1	20	21	3.2%	5.7%
Unknown/Indeterminable	100	189	289	44.1%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	124	243	367	55.9%	100.0%

Note. Due to the amount and nature of missing and excluded individual level data, the “Unknown” group (missing/excluded responses) for each demographic and impacted category is included in the table.

Unemployed or Underemployed Individuals

Employment data at the time of enrollment was provided for 308 of the 656 total program enrollees (47.0%; Table 13). Rabble Mill has not and will not collect information on employment status from Bay High students due to the age of their program participants, who in Year 1 were all under the age of 19. Some grantees did not collect data on whether an individual was employed part-time or full-time, so the number of “underemployed” individuals, defined as those working part-time, could not be determined. However, about two-fifths of participants with employment data reported being unemployed at enrollment (39.0%, $n = 120$).

Table 13. Individual Level Employment Status at Enrollment by KPI #1

Employment Status	KPI #1 Enrollments				
	Year 1	Year 2	Total	% of Total	% of Valid Total
Employed (Full- or Part-Time)	52	138	190	29.0%	61.7%
Unemployed	41	79	120	18.3%	39.0%
Unknown	131	215	346	52.7%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	93	215	308	47.0%	100.0%

Note. Due to the amount and nature of missing and excluded individual level data, the “Unknown” group (missing/excluded responses) for each demographic and impacted category has been included in the disaggregated tables and the percent of total for each KPI. Employment information will not be collected for Rabble Mill Bay High participants.

Individuals from Low-to-Moderate Income Households

Household income data at the time of enrollment was provided for 341 of the 656 total program enrollments (52.0%; Table 14). There was a 127.9% increase in the number of enrollments with employment information in Year 2 and an 18.2% increase in the proportion of records with individual level household income information from Year 1 (46.4%) to Year 2 (54.9%). Of those with household income data, most (88.9%, $n = 303$) indicated they resided in low-to-moderate income households at enrollment.

Table 14. Individual Level Household Income at Enrollment by KPI #1

Household Income	KPI #1 Enrollments				
	Year 1	Year 2	Total	% of Total	% of Valid Total
Low- to Moderate-Income Households (300% and Below Federal Poverty Line)	103	200	303	46.2%	88.9%
Moderate- to High- Income Households (>300% Federal Poverty Line)	1	37	38	5.8%	11.1%
Unknown	120	195	315	48.0%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	104	237	341	52.0%	100.0%

Note. Rabble Mill participants that indicated they received Free or Reduced Lunch were included in the Low- to Moderate-Income Households category, as guidelines for free meals and milk and reduced price meals are 1.30 and 1.85 of the Federal income poverty guidelines. Those that indicated they do not receive Free or Reduced Lunch were included in the Unknown category.

Individuals who Reside in Qualified Census Tracts

The U.S. Department of Housing and Urban Development (HUD) designates a census tract as “qualified” for the Low-Income Housing Tax Credit (LIHTC) tax incentive if 50% of its households have an income below 60% of the Area Median Gross Income (AMGI). HUD defines 60% of AMGI income as 120% of HUD's Very Low Income Limits, which are based on 50% of area median family income and adjusted for high cost and low income areas.

Address information was provided for 449 of the 656 total program enrollments (68.4%, Table 15). Sixty participants with address information reside outside of Lancaster County. Of those with address information who reside in Lancaster County, 120 reside in a Qualified Census Tract (28.1%) compared to 307 who reside in a Non-Qualified Census Tract (71.9%).

Table 15. Individual Level Location at Enrollment by KPI #1

Lancaster County Census Tract Qualification	KPI #1 Enrollments				% of Valid Total
	Year 1	Year 2	Total	% of Total	
Qualified	41	79	120	18.3%	28.1%
Non-Qualified	121	186	307	46.8%	71.9%
Unknown/Outside of Lancaster County	62	167	229	34.9%	-
Total	224	432	656	100.0%	-
Valid Total (Excluding Unknown Responses)	162	265	427	65.1%	100.0%

Note. Participants with address information outside of Lancaster County ($n = 4$) were included in the Unknown category.

A higher proportion of program enrollees reside in Qualified Census Tracts (28.1%) compared to Lancaster County residents (15.0%), indicating that individuals residing in Qualified Census Tracts may be targeted by the program (Table 16). The geographic location of program participants across Lancaster County is shown in Figure 2. At least one program participant resided in each of the Qualified Census Tracts (Figure 2; Table 17).

Table 16: Proportion of Program Enrollments and Proportion of Total Residents in Qualified and Non-Qualified Census Tracts in Lancaster County

Census Tract Qualified Status	Number of Enrollees Residing in Lancaster County	Percent of Enrollees Residing in Lancaster County	Number of Total Lancaster County Residents	Percent of Total Lancaster Residents
Qualified Census Tracts	120	28.1%	48,185	15.0%
Unqualified Census Tracts	307	71.9%	273,878	85.0%
Total	427	100.0%	322,063	

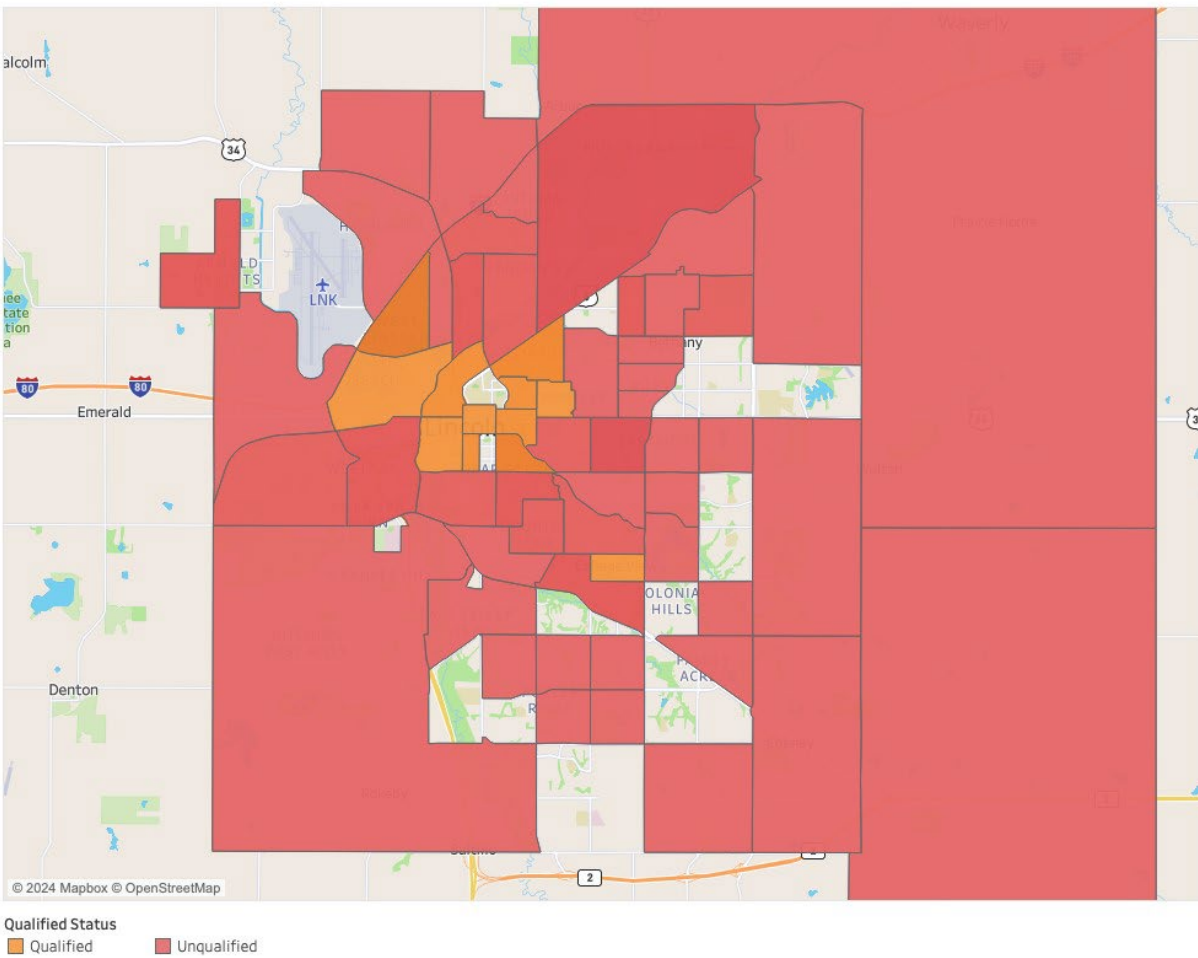
Note. Total population data sourced from the U.S. Census Bureau, American Community Survey, 2022 5-Year Estimates, Table DP05. Table only includes participants with address information provided in Lancaster County. Address information was provided for 449 of the 656 total program enrollments, with 427 of those residing in Lancaster County.

Table 17: Number and Percent of Program Enrollees who Reside in Qualified Census Tracts in Lancaster County

Qualified Census Tract	Number of Participants Residing in Lancaster County	Percent of Participants Residing in Lancaster County
Census Tract 3	2	0.5%
Census Tract 4	17	4.4%
Census Tract 5	16	4.1%
Census Tract 7	7	1.8%
Census Tract 8	9	2.3%
Census Tract 17	12	3.1%
Census Tract 18	6	1.5%
Census Tract 19	1	0.3%
Census Tract 20.01	3	0.8%
Census Tract 20.02	7	1.8%
Census Tract 21	3	0.8%
Census Tract 27.01	8	2.1%
Census Tract 31.04	23	5.9%
Census Tract 33.01	6	1.5%
Total	120	30.8%

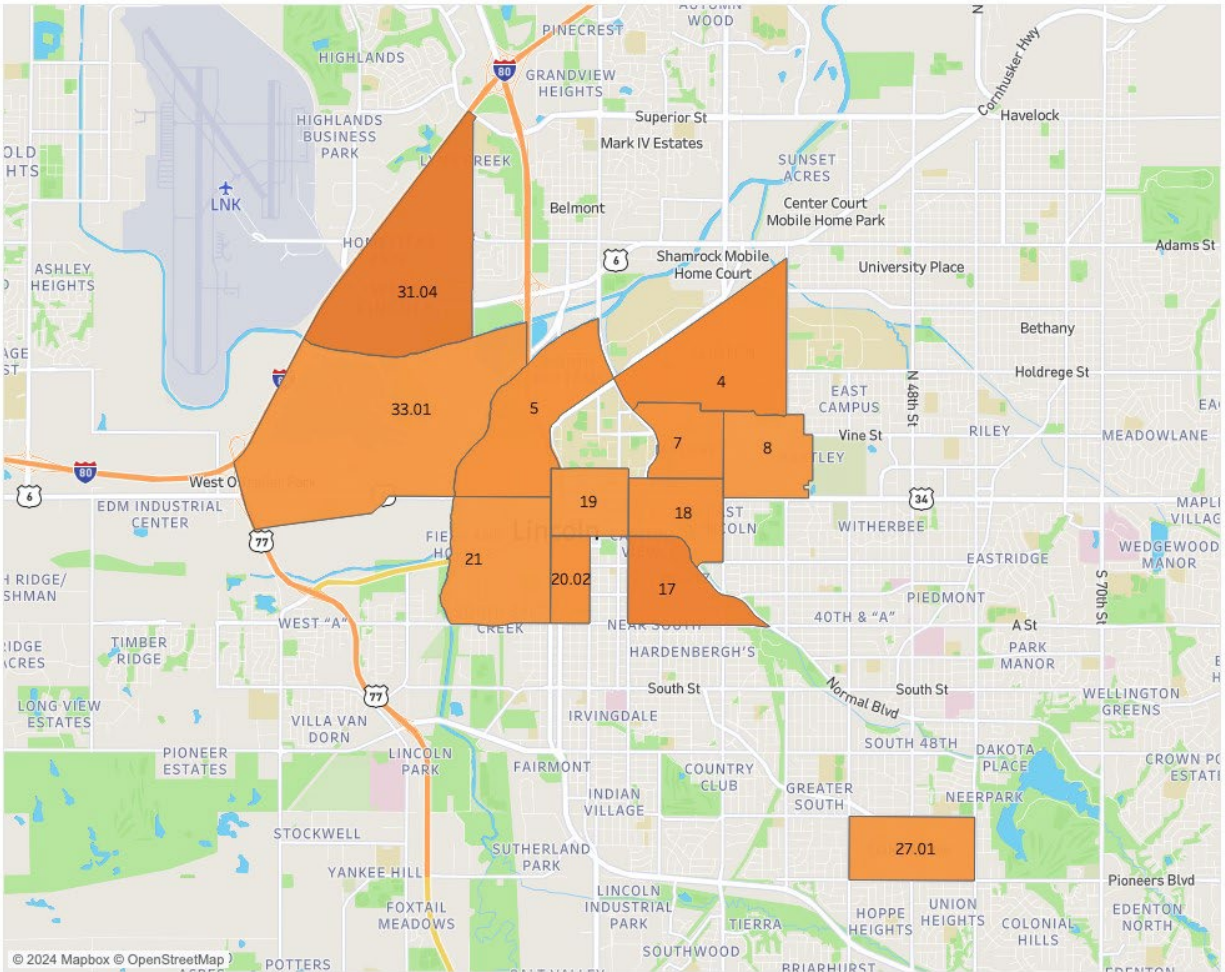
Note. Table only includes participants with address information provided in Lancaster County. Address information was provided for 449 of the 656 total program enrollments, with 427 of those residing in Lancaster County.

Figure 2: Residence of Program Participants in Qualified and Non-Qualified Census Tracts in Lancaster County, All Years



Note. Census Tracts shaded orange represent Qualified Census Tracts. Map only displays participants with address information provided in Lancaster County. Address information was provided for 449 of the 656 total program enrollments, with 427 of those residing in Lancaster County.

Figure 3: Residence of Program Participants in Qualified Census Tracts in Lancaster County, All Years



Note Address information was provided for 449 of the 656 total program enrollments, with 427 of those residing in Lancaster County. At least one program participant resided in each of the Qualified Census Tracts 3, 4, 5, 7, 8, 17, 18, 19, 20.01, 20.02, 21, 27.01, 31.04, and 33.01. Census Tracts 4, 5, and 31.04 had higher numbers of participants compared to other Qualified Census Tracts.

Goal 4: Co-enroll 50% of workforce development program participants in the WIOA program.

More progress is needed to meet Goal 4 as currently described. In total, 5.3% of all workforce development program enrollments have co-enrolled in the WIOA program ($n = 35$). However, not all individuals in workforce programs are eligible for WIOA enrollment due to existing employment or other conditions. Therefore, removing those known to be ineligible for WIOA co-enrollment may clarify and more accurately measure progress towards Goal #4. Of the 120 participants who reported being unemployed at enrollment, the WIOA co-enrollment rate improved to 29.2% ($n = 35$). Furthermore, specifically identifying those workforce development participants who are eligible for WIOA co-enrollment may help to quickly target those who may most benefit from WIOA services. Through enrollment in the WIOA program, the American Job Center offers workforce development program participants supportive services such as transportation reimbursements, childcare and dependent care, and housing assistance, among other supports.¹¹ WIOA staff met with each workforce development grantee to promote the WIOA program in Year 1. Co-enrollment data disaggregated by grantee program is included in Table 18.

Table 18: Number and Percent of Enrollments Co-Enrolled in WIOA Program by Grantee

Grantee	Number of Program Enrollments	Number Co-Enrolled in WIOA	Percent of Program Enrollments
American Job Center	3	3	100.0%
Bryan Foundation	72	0	0.0%
Center for People in Need	132	4	3.0%
Community Action	42	3	7.1%
Lincoln Manufacturing Council	145	0	0.0%
Rabble Mill	148	25	16.9%
Southeast Community College	114	0	0.0%
Total	656	35	5.3%

¹¹ City of Lincoln Nebraska. (n.d.). *Workforce Development Program*. <https://www.lincoln.ne.gov/City/Mayor/American-Rescue-Plan/Workforce>

Conclusion and Considerations

Overall, progress has continued towards all program goals in Year 2. Grantees continued program implementation and experienced successes by expanding program capacity and approaches to best serve program participants. At the end of Year 2, 656 individuals were enrolled in a grantee workforce development program. Although demographic information was not provided for all program participants, available data illustrates that the City of Lincoln Workforce Development program is serving a diverse population. It is anticipated that in Year 3, the program will increase the number of participants who receive credentials and collect additional data by which to measure job attainment and wage growth.

Based on the Year 2 evaluation results, considerations for Year 3 include:

1. **Continue to adapt program approaches to best serve participants.** Grantees have found success in modifying, innovating, and developing wraparound approaches to best serve workforce program participants. Continuing to do so will assist in meeting Goal 1.
2. **Improve data and record keeping by including dataset submission on a quarterly basis.** As a way to improve data consistency and monitoring, NUPPC evaluation team will collect datasets from grantees on a quarterly basis to help monitor data reporting and improve data quality. This approach will allow the evaluation team to provide ongoing technical assistance and troubleshoot any issues prior to the annual reporting period.
3. **Define WIOA eligibility for participants and apply this to Goal 4 for a more accurate measure of co-enrollments.** The NUPPC evaluation team will work with the City and grantees to understand eligibility for WIOA support and collect data in a way that aids in reporting for KPI Goal 4 related to co-enrollments.

Appendix: Key Performance Indicator (KPI) Descriptions by Grantee Program

KPI	General Definition	AJC	Rabble Mill	SCC	LMC	CFPIN	Bryan Foundation	Community Action
1. Individuals enrolled in sectoral job training programs.	The number of new individuals enrolled in a grantee workforce development program in the quarter. This includes only new enrollees.	The number of individuals enrolled in the CDL training program.	The number of students who participated in Rabble Mill’s Workforce Readiness Program (Bay High Afterschool Program, Gap Year Program once implemented).	The number of individuals enrolled in IT workforce development training taught by ARPA grant funded instructor. The number of students receiving LincolnARPA Scholarship	The number of individuals enrolled in LMC Manufacturing Certificate programs (Levels 1 and 2).	The number of individuals enrolled in the Google Career Certificate program.	The number of individuals who participated in BCLMT workforce development program (CNA, Student Nursing, and Phlebotomy scholarship programs).	The number of individuals enrolled in Head Start workforce development programs (CDA credentialing program or associates or bachelor’s degree).
2. Individuals who completed sectoral job training programs.	The number of individuals who completed a grantee workforce development program in the quarter.	The number of individuals who completed the CDL training program.	The number of students who completed Rabble Mill’s Workforce Readiness Program (Bay High Afterschool Program, Gap Year Program once implemented). Students complete the program once they graduate	The number of individuals who completed a IT workforce development training, or completing educational plan/goal for LincolnARPA Scholarship.	The number of individuals who received a Level 1 or Level 2 Manufacturing Certificate.	The number of individuals who received a Google Career Certificate.	The number of individuals who completed CNA, Student Nursing, or Phlebotomy programs.	The number of individuals who received a CDA credential or associate’s or bachelor’s degree.

KPI	General Definition	AJC	Rabble Mill	SCC	LMC	CFPIN	Bryan Foundation	Community Action
			high school and complete their future ready track.					
3. Individuals who achieved a credential.	The number of individuals who achieved a credential through a grantee workforce development program in the quarter. Credential types vary between grantees.	The number of individuals who received a CDL.	The number of students who received a credential through Rabble Mill's Workforce Readiness Program (Bay High Afterschool Program, Gap Year Program once implemented). Credentials may include food handlers permit, college credit in journalism, Live at the Bay certificate, Center Stage certificate, First Aid and CPR certificate, or leadership certificate.	The number of individuals who completed a health IT workforce development training certificate. Number of individuals earning a credential with LincolnARPA Scholarship funding.	The number of individuals who received a Level 1 or Level 2 Manufacturing Certificate.	The number of individuals who received a Google Career Certificate.	The number of individuals who received a CNA, Student Nursing, or Phlebotomy credential.	The number of individuals who received a CDA credential or attained an associate's or bachelor's degree.
4. Individuals who	The number of individuals who	The number of individuals who obtained	The number of individuals who obtained	Number of completers	The number of individuals who accepted a job	The number of individuals who obtained	The number of individuals who are employed	The number of individuals who obtained a job

KPI	General Definition	AJC	Rabble Mill	SCC	LMC	CFPIN	Bryan Foundation	Community Action
obtain a job within targeted sectors within 12 months.	obtained a job within targeted sectors within 12 months of completing a grantee workforce development program.	employment in targeted sector within 12 months of receiving CDL.	employment (consistent with “success track”) within 12 months of completing the program.	who obtain a job within 12 mos. of completion; industry sector	offer in the manufacturing industry (or similar) within 12 months of completing program.	employment in targeted sector within 12 months of receiving certificate.	by Bryan following certification (requirement for loan forgiveness).	in early childhood education after receiving CDA credential or associate’s or bachelor’s degrees within 12 months.
5. Individuals with increased income within 12 months.	The number of individuals who reported increasing their income within 12 months of completing a grantee program.	The number of participants with increased income within 12 months of completing the program.	The number of participants with increased income within 12 months of completing the program.	The number of participants with increased income within 12 months of completing the program.	The number of participants with increased income within 12 months of completing the program.	The number of participants with increased income within 12 months of completing the program.	The number of participants with increased income within 12 months of completing the program.	The number of individuals who increased their wages after receiving CDA credential or associate’s or bachelor’s degree.