

City of Lincoln Workforce Development Program

Year 3 Annual Evaluation Report

January 1 – December 31, 2024



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Executive Summary

This report provides a comprehensive evaluation of Year 3 (January 1 – December 31, 2024) of the City of Lincoln Workforce Development Program that assesses progress on program goals and implementation. In Year 3, seven grantees received funding for nine organizations to advance programs to help Lincoln workers access careers and improve the local economy.

Key Findings

Progress on all program goals continued in Year 3. More participants were enrolled and completed programs in Year 3 compared to Year 2, and two new grantees were added. Grantees implemented strategies to best serve individuals in their programs and move toward sustainability.

Goal 1: Address the negative economic impacts of the pandemic each grantee program sought to address. During Year 3, grantees increased the number of participants in their programs, addressed barriers to program participation, strengthened their programs with program modifications, dedicated staff, and facility improvements, and implemented strategies to sustain their programs beyond this funding. Grantees described the impact of the programs for their participants including job attainment, increased wages, and increased skills.

Goal 2: Increase opportunities for career and wage growth. Aggregate KPI data indicates that progress accelerated in meeting Goal 2 during Year 3. For program Year 1 – Year 3, there have been a total of 1,381 enrollments in grantee workforce development programs. There were 725 enrollments in Year 3, demonstrating a 223.7% increase from Year 1 and an increase of 67.8% from Year 2.

Of these total enrollments, 864 individuals have completed a workforce development program (62.6%), and 910 have achieved a credential (65.9%), as indicated by grantees. Of those who have completed programs, 213 individuals reported obtaining a job within targeted sectors (15.4%), and 228 reported increased income within 12 months of completing a workforce development program (16.5%). The reported number of individuals obtaining a job and/or increasing income (KPI #4 and #5) during the 12 months following program completion is expected to rise in the future for several reasons. Currently, follow-up information for KPI #4 and #5 is partially incomplete, as a portion of enrollees who have completed have not yet been out of a program for 12 months and thus have not had an adequate opportunity to demonstrate job attainment or income increase.

KPI	Year 1	Year 2	Year 3	Total
KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	224	432	725	1381
KPI #2: Individuals who Completed Sectoral Job Training Programs	42	270	552	864
KPI #3: Individuals who Achieved a Credential	42	258	610	910
KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	8	59	146	213
KPI #5: Individuals who Increased Income within 12 Months of Completing Program	10	71	147	228

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. Although demographic, economic, and geographic information was not provided for all program participants, the available data illustrates that the City of Lincoln Workforce Development program is serving a diverse and impacted population. 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 to meet the City of Lincoln's 50% co-enrollment goal as currently described. So far, 7.3% of all workforce development program participants have been co-enrolled in WIOA services ($n = 101$). However, not all individuals in workforce programs are eligible for WIOA enrollment due to existing employment or other conditions. Therefore, removing those individuals who are ineligible for WIOA co-enrollment may clarify and improve the usefulness of Goal #4. Of the 283 participants who reported being unemployed at enrollment, the WIOA co-enrollment rate improved to 35.6% ($n = 35$).

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

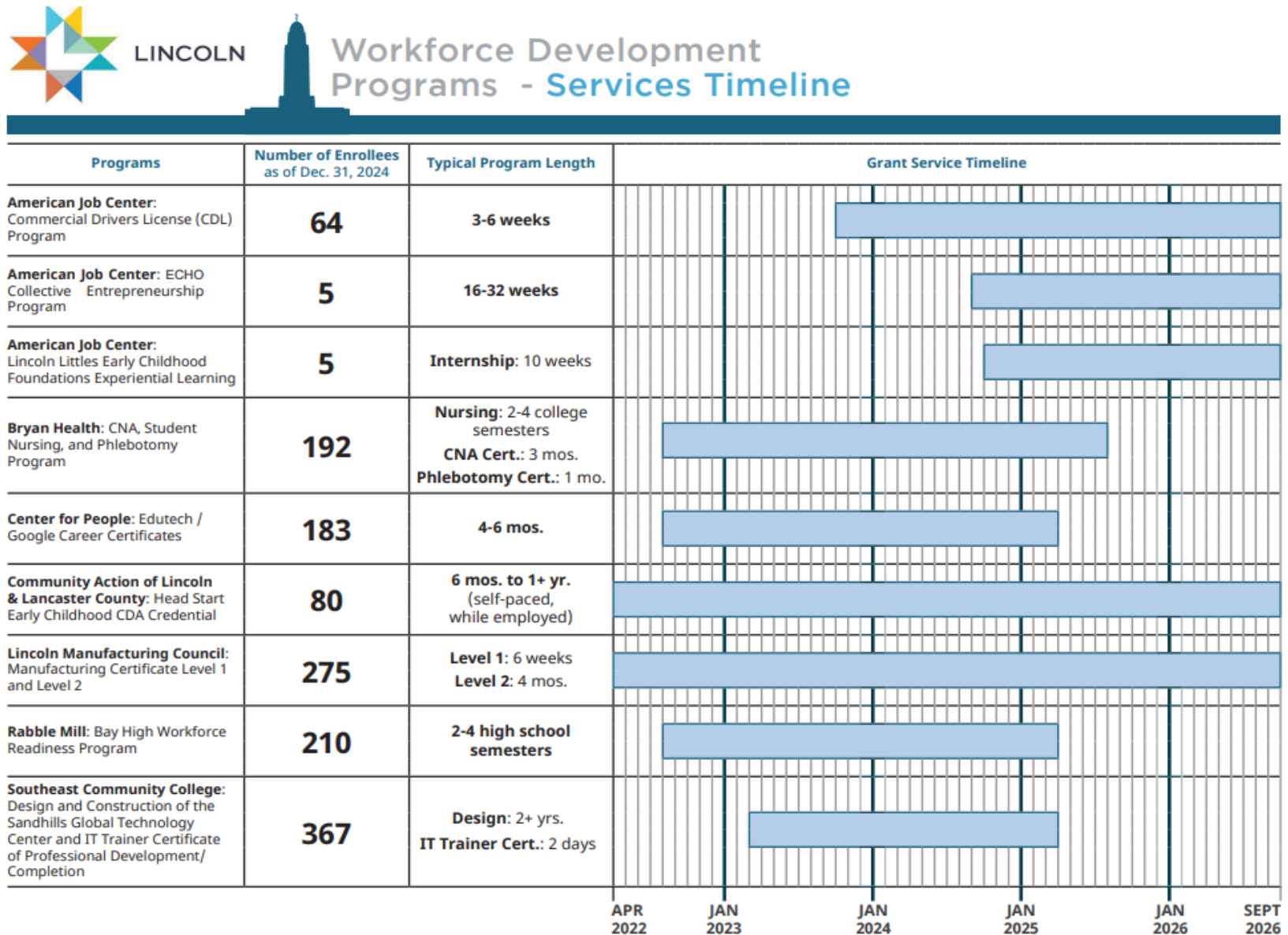
This report provides a Year 3 (January 1 – December 31, 2024) comprehensive evaluation of the City of Lincoln Workforce Development Program to assess program implementation and progress on program goals. Collectively, the City of Lincoln Workforce Development Program aims to ensure that Lincoln workers can access rewarding and financially secure careers, and that Lincoln businesses and organizations can access the workforce needed to grow the local economy. The City of Lincoln awarded American Rescue Plan State and Local Fiscal Recovery (ARPA) funding resources to implement workforce development to agencies in industries that the Mayor’s Economic Recovery task force identified as lacking applicants and needing employment.⁵ Over three years, there have been seven grantees, representing nine agencies providing programs with different lengths, start dates, and capacity (see Figure 1):

- Bryan Foundation
- Center for People (CFP)
- Community Action Partnership of Lancaster and Saunders Counties (Community Action)
- Lincoln Manufacturing Council (LMC)
- Rabble Mill
- Southeast Community College (SCC)
- American Job Center (AJC; added in Year 2)
 - ECHO Collective (added in Year 3)
 - Lincoln Littles (added in Year 3)

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

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>

Figure 1. Workforce Development Services Timeline



Evaluation Focus

The NUPPC evaluation focuses on the City of Lincoln Workforce Development program on a city-wide level. 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.

This report evaluates the City of Lincoln Workforce Development program across all grantees. In addition, each grantee program has its own unique goals and associated metrics. Documentation of grantee goals and proposed metrics is included in each grantee's individual annual report. The NUPPC provides ongoing technical assistance to grantees to complete their individual evaluations.

Methods

Progress on the City of Lincoln Workforce Development program goals is assessed through:

1. An implementation evaluation including interviews with grantees to understand strengths, challenges, program impacts, and sustainability strategies.
2. Quarterly collection of Key Performance Indicator (KPI) data.
3. Annual collection of participant-level datasets from each grantee.
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.

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 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 sourced from implementation interviews and Grantee Annual Reports.

Implementation Interviews. Brief implementation interviews were conducted during one-on-one Technical Assistance sessions with each grantee in December 2024 to document successes, challenges, and lessons learned. Data from implementation interviews were analyzed to identify recurring themes.

Grantee Annual Reports. Grantees 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 in Grantee Annual Reports inform the NUPPC implementation evaluation. Additionally, Southeast Community College provided a summary of the ARPA College Scholarship outcomes for 2023 – 2024.

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 because 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 Microsoft SharePoint site on a quarterly and/or annual basis. The NUPPC provided grantees with a Data Checklist to ensure that data is collected consistently within each program across grantee programs. NUPPC works directly with grantees to discuss data security, collection, and management considerations through training and technical assistance sessions. 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 NUPPC evaluation team combined participant-level datasets from all grantees into a single dataset, where the records were 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

The participant-level datasets also allow 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 as being specifically impacted by the pandemic. Grantee applications 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. Disaggregating KPI data by participant demographics 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.*

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>

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 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

Year 3 was the final year for several grantees (Bryan Health, Center for People, Rabble Mill, and Southeast Community College). All grantees considered ways to sustain their programs. During Year 3, grantees continued to strengthen their programs and expand their services. Two programs, the ECHO Collective and Lincoln Littles, were added through the American Job Center.

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 3, grantees expanded their programs to address negative economic impacts in relevant fields and focused on program sustainability. The following section describes the steps, success, and challenges during Year 3 of implementation.

Program Implementation Successes: Year 3

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

Figure 2: Grantee Implementation Successes, Year 3 (2024)



Grantees continued to build capacity by modifying program infrastructure and serving more participants.

Efforts to build capacity included hiring or re-assigning staff, strengthening processes to support reporting and monitoring, and maximizing partnerships to expand program outreach and enrollment.

Programs reported hiring additional **staff** to track program data and support billing. New staff also supported participant services, such as mentorship and outreach. For example, a staff member at Bryan Health Foundation helped record applications, student attendance, and track participant outcomes. Southeast Community College hired a full-time computer applications instructor who

helps teach public classes and provides computer training and one-on-one tutoring. Additionally, the Bryan Health Foundation incorporated a Community Relations Specialist to help with outreach to increase program participation, resulting in an increase in both applicants and program enrollment. Other programs worked to develop existing staff. Rabble Mill, for instance, implemented training for their mentors to help them understand expectations, coaching approaches, and how (and when) to connect participants with resources.

Some programs created new **processes** or infrastructure. For example, Southeast Community College implemented new registration software to better connect with and communicate with students. This registration software is mobile phone friendly, making it more accessible to students to use for tasks like finding classes. Additionally, Bryan Health Foundation reported that they worked with Bryan College and Southeast Community College's admissions teams to share information about the program, identify eligible students, and streamline the enrollment process. Community Action reported that they streamlined the process for participants to request support, which increased internal collaboration between departments. CAP also restructured the payment schedule for participants to help with Child Development Associate (CDA) completion. Additionally, the American Jobs Center co-enrolled Commercial Drivers' License (CDL) program participants in the Adult WIOA program to provide additional support and monitor participant outcomes. With the addition of Lincoln Littles and ECHO Collective, AJC will co-enroll eligible participants in the Adult WIOA program to provide additional training in "economic independence and social capital through business education and professional mentorships."

Facilities have also improved in Year 3. Southeast Community College opened the Sandhills Global Technology building, which has a dedicated space for upskilling and workforce training. This building will serve not only traditional college students, but students from across the workforce. Interviewees stated that this program will "have a lasting legacy." Rabble Mill showed interest in expanding their facility to serve more Gap Year participants. The Center for People increased the computer lab capacity to 36 desktops.

Partnerships significantly contributed to program successes and their ability to serve more individuals. Partnerships helped to identify and recruit potential students to programs. For example, Bryan Health Foundation established partnerships with Lincoln Northwest High School for phlebotomy certification and a Certified Nurse Aide (CNA) program. As a result of a partnership, El Centro de las Americas, which provides family, youth, education, and health programs and outreach for Lincoln's Hispanic/Latino community, refers the most applicants to the Bryan program. Lincoln Manufacturing Council's partnership with Nebraska Innovation Studios helped to inform programming on robotics and automation and led to improved curriculum. Existing partnerships between Rabble Mill and local businesses have helped to expand Gap Year program career pathways in areas such as software development, fashion, and culinary industries. Rabble Mill is in discussions with additional local businesses to open pathways in areas such as construction and finance. The American Jobs Center partners with area human service programs to build connections with caseworkers who can reach and refer individuals to the Commercial Drivers' License (CDL) program. One local organization, Lincoln Literacy, provides a pre-CDL course to prepare English Language Learners for the CDL course at the American Job Center. Southeast Community College partners with local corrections facilities to serve justice-involved adults and youth with career and apprenticeship programs.

Grantees supported enrollments and completions by meeting participants' needs.

Workforce program goals include assisting job seekers with career and wage growth opportunities, particularly for those who have been historically underserved, marginalized, or adversely affected by the pandemic. Grantees described working to support program participants with limited English proficiency (LEP), address barriers to attendance (such as transportation and cost), and improve mentorship and career coaching. In the words of one grantee, ***“We are learning to adapt our ideas to the needs of the participants, based on language and schedules, to meet them where they are at.”***

Bryan Health Foundation partnered with Lincoln Literacy, which provided an **English instruction** and Medical Terminology course for individuals with LEP to prepare them for the Bryan program. Lincoln Literacy also provided English language learning groups for Lincoln Manufacturing Council courses. The Center for People described having a higher number of participants with LEP pursuing Google certificates. This certification program was able to provide training in multiple languages to support this need. Community Action reported initiating a partnership with the National Head Start Association to examine language barriers to CDA credential completion. AJC helps to arrange interpreter services through Language Bridge for Lincoln Littles and ECHO Collective participants for intake, enrollment, and support. AJC also coordinates interpreter services for Lincoln Littles' work-based learning programs.

Community Action Partnership offered **financial support** to participants to help with rent and transportation (i.e., auto repairs). Many participants are mothers of children in Head Start programs, so the program's flexibility supports participants with home and family needs. Other programs also described financial barriers experienced by participants. Lincoln Manufacturing Council described that purchasing appropriate work boots can be a barrier to employment upon program completion. The American Job Center noted that transportation is a barrier; this was addressed by reimbursing program participants for transportation costs.

The ability to address participants' barriers to successful participation is not just about preparation and assistance; programs also described **adjusting curricula** to better respond to participants' learning needs. For example, the Lincoln Manufacturing Council noted that the curriculum felt “too slow” for their younger, high-school aged participants. In response, LMC offered a hybrid class with Level 1 and Level 2 components with hands-on experience. LMC also adjusted the timing of their courses to feature internship and job training opportunities during the summer to better meet student availability. LMC has found that adjusting their instructional approach in this way has been successful. Similarly, Rabble Mill noticed that students preferred to visit different club activities rather than stay in one for a full semester or year; as a result, they offered clubs on an 8-week rotating basis beginning in Fall 2024. Southeast Community College shared that 70% of their scholarship recipients report that English is not their first language, which influenced how they supported students and program delivery.

Community Action described offering additional on-the-job training along with supportive services to help unemployed or underemployed participants attend training. Community Action also reported offering additional “micro-credentials” in partnership with the National Head Start Association and National Education Association related to early childhood in topics like social-emotional learning and classroom management.

Grantees expanded their impact through improved outreach and programming.

Grantees reported making improvements to their programs and recruiting more participants, which helped them to make a bigger impact in Year 3. All grantee programs described seeing participant successes because of programming. Serving additional participants helped expand that impact.

Bryan Health Foundation worked with partners' organizational leaders to better understand how to communicate and recruit program participants from different groups within Lincoln. This effort "created a buzz that if you go to Bryan, there is place for you to get a job." This effort led to an increase in applications and enrollments. Bryan Health Foundation reported that not only did they have a high number of enrollments in Year 3, but they also had a high percentage of program completions. Most program participants reported obtaining employment, increasing their income, and staying in Lincoln and/or Nebraska.

Community Action shared that participant retention has improved, leading to participants becoming "more invested in teaching" and in Community Action. Additionally, 26 CAP program participants completed their CDA or a micro-credential course, and four participants were promoted with a wage increase during the past year.

LMC described being pleased with both the number of classes they were able to offer and the number of participants they were able to serve, including English language learners and justice-involved individuals. These efforts have led to positive feedback and additional interest from other communities and manufacturers.

Rabble Mill reported more students in their Gap Year and the Bay High programs. A total of 20 students completed the Gap Year program and all participated in paid internship opportunities.

Center for People described that they have had multiple students experience successes as a result of the program. One student, "T," started an online training program so that he could enter the workforce seamlessly when he received his work Visa. Another student, "M," did not seem interested in technology until participating in the program's technology classes. Now, "M" is pursuing work in the technology field.

Southeast Community College expanded their apprenticeship opportunities to include youth and justice-involved individuals. Apprenticeship opportunities include precision machining, design & drafting, welding, and culinary arts.

Many grantees focused on sustainability in Year 3.

In Year 3, grantees continued their focus on sustainability. Some grantees were ending their ARPA funding at the close of the year, while others continued (see **Figure 1**). Grantees explored additional funding opportunities and ways to integrate funded efforts into existing programs.

- Bryan Foundation raised money to fund a scholarship for nursing students to reduce drop-out rates and funding for community certification programs that helps support newcomers to Lincoln pursue health careers.
- LMC described that after federal funds are done, they plan to retain a coordinator and maintain Level 1 and Level 2 classes through a sponsorship model. LMC is exploring additional

partnerships with schools and youth-serving agencies to introduce more students to the manufacturing industry.

- Rabble Mill hopes to continue to expand their program through partnerships with local businesses and higher education institutions. They shared that outside experts help keep their program engaging to participants. Rabble Mill also hopes to expand their physical presence to serve multiple cohorts at one time. They are looking to continue to expand Gap Year programming to reach more students and pilot the program in Omaha.
- American Job Center (AJC) is exploring apprenticeship program opportunities with partners to help increase program completions. AJC also shared information with other grantees related to eligibility and documentation for co-enrollment with WIOA to help improve co-enrollment rates.
- Southeast Community College opened their Sandhills Global Technology Center during Year 3, which will continue to serve students and the workforce for years to come. SCC reported that workforce skills and work-based learning are, and will continue to be, a priority.
- Community Action intends to continue to offer teachers micro-credential courses to improve early childhood educators' skills. Data and lessons learned from this project will be used to pursue additional, long-term funding.
- Center for People's EduTech program will continue to be offered beyond the scope of this funding as technology remains a needed skill in Nebraska. To help support participant success, the Center for People offers tailored case management and progress support beyond program completion. Center for People, as well as Rabble Mill, also described starting an "alumni group" to help keep participants engaged beyond program completion. This effort not only helps to track participant success but also helps to support alumni with resources and connections.

Program Implementation Challenges: Year 3

In Year 3, common challenges included meeting students' needs, particularly related to transportation, and limited capacity of program staff.

Participants' needs were sometimes a barrier to program completion.

Grantee program participants experienced barriers traveling to program locations, financial strain, and general life circumstances. Financial barriers included struggles to afford rent, emergency expenses, or supplies like work boots or books. Grantees adapted to this challenge by offering reimbursement or vouchers for transportation or gas, connecting participants to emergency financial assistance programs, providing scholarships for books and laptops, providing funding for childcare while participants are in class, and building flexible programming. However, multiple grantees reported that transportation remained a key barrier for participants. For example, LMC reported that their Level 2 class occurs at a career center, to which timely transportation can be difficult to find.

Staff and resource capacity were barriers for expansion.

Some grantees cited that their limited staff capacity created challenges such as limiting the number of participants they could serve, adapting to staff changes, or meeting program requirements. Multiple grantee programs experienced staff turnover over the course of the grant,

including in Year 3, and stated that new staff “getting up to speed” on the data requirements and programs was a challenge. They did, however, appreciate the onboarding assistance from the City of Lincoln. Multiple grantees stated that they wished they had dedicated staff or additional staff to serve more participants. Other grantees were limited by resource capacity. For example, Rabble Mill shared they could serve more students if they had a larger facility.

Tracking participants’ success beyond program completion remains a challenge.

For grantees, tracking the outcomes of program participants after graduation or program completion has been a challenge. Grantees have utilized incentives, alumni groups, focus groups, and multiple methods of outreach. However, understanding job attainment and wage growth has been particularly challenging. Uniquely, Rabble Mill shared that their partnership with the public school system is sometimes a barrier to easily tracking and reporting data due to requirements related to consent to share data and data sharing agreements.

Goal 2: Increase opportunities for career and wage growth.

Aggregate KPI data indicates that progress accelerated in meeting Goal 2 during Year 3 (Table 2). For program Year 1 – Year 3, there have been a total of 1,381 enrollments in grantee workforce development programs. There were 725 enrollments occurring in Year 3, demonstrating a 223.7% increase in enrollments over Year 1 and an increase of 67.8% over Year 2.

Of these total enrollments, 864 individuals have completed a workforce development program (62.6%) and 910 have achieved a credential (65.9%), as reported by grantees. Of those who have completed programs, 213 individuals reported obtaining a job within targeted sectors (15.4%) and 228 reported increased incomes within 12 months of completing a workforce development program (16.5%). As these rates are calculated from the total number of completions, 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 the future for several reasons. For one, follow-up information for KPI #4 and #5 is partially incomplete, as a portion of enrollees who have completed have not yet been out of a program for 12 months and thus have not had the adequate opportunity to demonstrate job attainment or income increase. Additionally, grantees follow up, or collect participant employment and income information, at different points post-completion due to their unique plans and methods for data collection. As a result, this information is not yet available for some participants. Finally, grantees experience varying rates of response when following up with individuals who completed their program, further impacting follow-up KPIs.

As expected, numbers for all KPIs are substantially higher in Year 3 compared to Year 1 and Year 2. This is due to successful grantee program implementation and reporting efforts, the addition of American Job Center as a new grantee, and the conclusion of participation in the City of Lincoln Workforce Development project for several grantees. It should be noted that both the ARPA funded program timelines and the length of programs for enrolled participants varies across grantees. At the time of this report, there are individuals currently enrolled and participating in workforce development programs. Therefore, the difference between KPI #1 (individuals enrolled) and KPI #2 (individuals completed) should *not* be interpreted as the number of participants who dropped out of the program. KPI data along each grantee program is shown in Table 2 - 7.¹⁰

Table 2: Year 3 KPI Summary

KPI	Year 1	Year 2	Year 3	Total
KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	224	432	725	1381
KPI #2: Individuals who Completed Sectoral Job Training Programs	42	270	552	864
KPI #3: Individuals who Achieved a Credential	42	258	610	910
KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	8	59	146	213

¹⁰ Revisions to Year 1 information were the result of reconciliation and data collection improvements made during Year 2.

KPI	Year 1	Year 2	Year 3	Total
KPI #5: Individuals who Increased Income within 12 Months of Completing Program	10	71	147	228

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, Years 1-3

KPI #1: New Individuals Enrolled in Sectoral Job Training Programs	Year 1	Year 2	Year 3	Total
American Job Center	-	3	71	74
Bryan Foundation	29	43	120	192
Center for People	52	80	51	183
Community Action Partnership of Lancaster and Saunders Counties	26	16	38	80
Lincoln Manufacturing Council	45	100	130	275
Rabble Mill	72	76	62	210
Southeast Community College	-	114	253	367
Total	224	432	725	1381

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. American Job Center includes reporting for ECHO Collective and Lincoln Littles

Table 4: KPI #2: Individuals Completing Sectoral Job Training Programs by Grantee Program, Years 1-3

KPI #2: Individuals who Completed Sectoral Job Training Programs	Year 1	Year 2	Year 3	Total
American Job Center	-	2	47	49
Bryan Foundation	4	31	96	131
Center for People	2	27	12	41
Community Action Partnership of Lancaster and Saunders Counties	0	9	17	26
Lincoln Manufacturing Council	36	78	106	220
Rabble Mill	0	21	41	62
Southeast Community College	-	102	233	335
Total	42	270	552	864

Note. American Job Center includes reporting for ECHO Collective and Lincoln Littles

Table 5: KPI #3: Individuals who Achieve a Credential by Grantee Program, Years 1-3

KPI #3: Individuals who Achieved a Credential	Year 1	Year 2	Year 3	Total
American Job Center	-	2	47	49
Bryan Foundation	4	31	96	131
Center for People	2	28	31	61
Community Action Partnership of Lancaster and Saunders Counties	0	9	17	26
Lincoln Manufacturing Council	36	78	98	212
Rabble Mill	0	22	44	66
Southeast Community College	-	88	277	365
Total	42	258	610	910

Note. American Job Center includes reporting for ECHO Collective and Lincoln Littles

Table 6: KPI #4: Number of Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program by Grantee Program, Years 1-3

KPI #4: Individuals who Obtained a Job in Targeted Sectors Within 12 Months of Completing Program	Year 1	Year 2	Year 3	Total
American Job Center	-	0	35	35
Bryan Foundation	4	28	57	89
Center for People	0	3	11	14
Community Action Partnership of Lancaster and Saunders Counties	0	9	12	21
Lincoln Manufacturing Council	4	15	19	38
Rabble Mill	0	4	10	14
Southeast Community College	-	0	2	2
Total	8	59	146	213

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. American Job Center includes reporting for ECHO Collective and Lincoln Littles

Table 7: KPI #5: Individuals who Increased Income Within 12 Months of Completing Program by Grantee Program, Years 1-3

KPI #5: Individuals who Increased Income Within 12 Months of Completing Program	Year 1	Year 2	Year 3	Total
American Job Center	-	0	26	26
Bryan Foundation	3	24	57	84
Center for People	0	8	10	18
Community Action Partnership of Lancaster and Saunders Counties	3	6	6	15
Lincoln Manufacturing Council	4	30	34	68
Rabble Mill	0	3	10	13
Southeast Community College	-	0	4	4
Total	10	71	147	228

Note. American Job Center includes reporting for ECHO Collective and Lincoln Littles

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 continued towards meeting Goal 3. Although demographic information was not provided for all program participants, the data available demonstrates that the City of Lincoln Workforce Development program continues to serve a more diverse population compared to the overall population of Lancaster County (Table 8). For participants whose targeted impacted group status could be determined, nearly all were part of *at least* one of the groups (91.4%, $n = 801$). This included 33.3% of program participants who were unemployed at enrollment ($n = 283$), 84.8% of individuals who are from low-to-moderate income households ($n = 694$), and 24.7% of individuals who reside in Qualified Census Tracts ($n = 242$).

Disaggregated Key Performance Indicator (KPI) Results

Despite substantial 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-level 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 delay 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 across participants.

Individual grantee efforts to improve data collection have yielded accelerated progress in Year 3, 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%) and 644 of 725 (88.8%) in Year 3. This represents a 24.4% increase in the number of enrollment records with complete race and ethnicity information from Year 1 to Year 3. *This again 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 3 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 for continuing grantees.

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 to protect against misinterpretation. Because a portion of program participants are currently enrolled in their workforce development program or have not yet been out of the program for 12 months, 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*.

Race/Ethnicity

Race and ethnicity data was provided for 1,143 of the 1,381 total program enrollments (82.8%; Table 8). Of those with race and ethnicity data, 54.6% identified as White Alone ($n = 624$), 13.7% identified as Black or African American Alone ($n = 157$), and 10.8% identified as Hispanic or Latino of any Race ($n = 124$). The remaining participants identified as Asian Alone (6.9%, $n = 79$), Middle Eastern or North African Alone (4.6%, $n = 53$), Two or More Races (3.8%, $n = 43$), American Indian or Alaska Native Alone (2.7%, $n = 31$), Some Other Race Alone (2.5%, $n = 29$), or Native Hawaiian or Other Pacific Islander Alone (0.3%, $n = 3$).

Table 8. Individual Level Race and Ethnicity at Enrollment by KPI #1, Years 1-3

KPI #1 Enrollments						
Race and Ethnicity	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Hispanic or Latino of any Race	19	40	65	124	9.0%	10.8%
American Indian or Alaska Native Alone - (Non-Hispanic)	4	13	14	31	2.2%	2.7%
Asian Alone - (Non-Hispanic)	5	23	51	79	5.7%	6.9%
Black or African American Alone - (Non-Hispanic)	25	44	88	157	11.4%	13.7%
Middle Eastern or North African Alone - (Non-Hispanic)	1	14	38	53	3.8%	4.6%

KPI #1 Enrollments						
Race and Ethnicity	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Native Hawaiian or Other Pacific Islander Alone - (Non-Hispanic)	0	2	1	3	0.2%	0.3%
White Alone - (Non-Hispanic)	88	185	351	624	45.2%	54.6%
Some Other Race Alone - (Non-Hispanic)	7	2	20	29	2.1%	2.5%
Two or More Races - (Non-Hispanic)	11	16	16	43	3.1%	3.8%
Unknown	64	93	81	238	17.2%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	160	339	644	1143	82.8%	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 10). For example, 13.7% of program participants with race and ethnicity data identify as Black or African American Alone compared to 3.7% of total Lancaster County residents. Additionally, 2.7% 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.

Gender

Gender data was provided for 1,181 of the 1,381 total program enrollments (88.5%; Table 9). Of those with gender data, 56.4% of program participants identified as Female/Woman ($n = 666$), 39.3% identified as Male/Man ($n = 464$), and 4.3% identified as Transgender, Non-Binary, and/or Genderqueer ($n = 51$).

Table 9. Individual Level Gender Identity at Enrollment by KPI #1, Years 1-3

KPI #1 Enrollments						
Gender Identity	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Female/Woman	95	197	374	666	48.2%	56.4%
Male/Man	54	138	272	464	33.6%	39.3%
Transgender, Non-Binary, and/or Genderqueer	14	17	20	51	3.7%	4.3%
Unknown	61	80	59	200	14.5%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	163	352	666	1181	85.5%	100.0%

Educational Attainment at Enrollment

Participant educational attainment data at the time of enrollment was provided for 1,025 of the 1,381 total program enrollments (74.2%; Table 10). Of those with educational attainment data, just under a third reported having Some College or an Associate Degree (31.3%, $n = 321$), and over a fifth reported not completing high school at enrollment (21.4%, $n = 219$).

Table 10. Individual Level Educational Attainment at Enrollment by KPI #1, Years 1-3

KPI #1 Enrollments						
Educational Attainment at Enrollment	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Less than High School Graduate	63	69	87	219	15.9%	21.4%
High School Graduate (Includes Equivalency)	26	100	187	313	22.7%	30.5%
Some College or Associate Degree	58	109	154	321	23.2%	31.3%
Bachelor's Degree or Higher	15	39	118	172	12.5%	16.8%
Unknown	62	115	179	356	25.8%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	162	317	546	1025	74.2%	100.0%

Impacted Groups

Nearly all determinable enrollees were in at least one impacted group. 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 876 of the 1,381 total program enrollments (63.4%). For participants whose targeted group status could be determined, nearly all (91.4%, $n = 801$) were part of at least one of the impacted groups (Table 11), and nearly half ($n = 401$, 45.8%) of all impacted participants were part of more than one group. All participants were part of at least one impacted group defined by the U.S. Department of the Treasury, though not all were in the “targeted impacted group” as identified by the City of Lincoln.

Table 11: Number and Percent of Program Participants in Targeted Impacted Groups, Years 1-3

Targeted Impacted Group Status	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
In Targeted Impacted Group	123	223	455	801	58.0%	91.4%
Not In Targeted Impacted Group	1	20	54	75	5.4%	8.6%
Unknown/Indeterminable	100	189	216	505	36.6%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	124	243	509	876	63.4%	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 850 of the 1,381 total program enrollees (61.5%; Table 14). There was a 149.8% increase in the number of enrollments with employment information when comparing Year 2 ($n = 217$) to Year 3 ($n = 542$). 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 were all under the age of 19 during program participation. 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. About one-third of participants with employment data reported being unemployed at enrollment (33.3%, $n = 283$).

Table 12. Individual Level Employment Status at Enrollment by KPI #1, Years 1-3

KPI #1 Enrollments						
Employment Status	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Employed (Full- or Part-Time)	52	138	379	569	41.2%	66.9%
Unemployed	41	79	163	283	20.5%	33.3%
Unknown	131	215	183	529	38.3%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	93	217	542	852	61.7%	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 818 of the 1,381 total program enrollments (59.2%; Table 13). There was a 101.3% increase in the number of enrollments with individual level household income information when comparing Year 2 ($n = 237$) to Year 3 ($n = 477$). Of those with household income data, most (84.8%, $n = 694$) indicated they resided in low-to-moderate income households at enrollment.

Table 13. Individual Level Household Income at Enrollment by KPI #1

KPI #1 Enrollments						
Household Income	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Low- to Moderate-Income Households (300% and Below Federal Poverty Line)	103	200	391	694	50.3%	84.8%
Moderate- to High- Income Households (>300% Federal Poverty Line)	1	37	86	124	9.0%	15.2%
Unknown	120	195	248	563	40.8%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	104	237	477	818	59.2%	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 981 of the 1,381 total program enrollments (71.0%, Table 14). Sixty participants with address information reside outside of Lancaster County. Of those with address information in Lancaster County, 242 reside in a Qualified Census Tract (24.7%) compared to 739 who reside in a Non-Qualified Census Tract (75.3%).

Table 14. Individual Level Location at Enrollment by KPI #1, Years 1-3

KPI #1 Enrollments						
Lancaster County Census Tract Qualification	Year 1	Year 2	Year 3	Total	% of Total	% of Valid Total
Qualified	41	79	122	242	17.5%	24.7%
Non-Qualified	121	186	432	739	53.5%	75.3%
Unknown/Outside of Lancaster County	62	167	171	400	29.0%	-
Total	224	432	725	1381	100.0%	-
Valid Total (Excluding Unknown Responses)	162	265	554	981	71.0%	100.0%

Note. Participants with address information outside of Lancaster County ($n = 98$) were included in the Unknown category.

A higher proportion of program enrollees reside in Qualified Census Tracts (24.7%) compared to Lancaster County residents (14.9%), indicating that individuals residing in Qualified Census Tracts may be targeted by the program (Table 15). The location of program participants across Lancaster County is shown in Figure 3 and illustrates that the City of Lincoln Workforce Development Program is reaching nearly all parts of Lancaster County. Additionally, at least five program participants resided in each of the Qualified Census Tracts (Figure 4, Table 16).

Table 15: Proportion of Program Enrollments and Proportion of Total Residents in Qualified and Non-Qualified Census Tracts in Lancaster County, Years 1-3

Census Tract Qualified Status	Number of Participants Residing in Lancaster County	Percent of Participants Residing in Lancaster County	Number of Total Lancaster County Residents	Percent of Total Lancaster Residents
Qualified Census Tracts	242	24.7%	48,249	14.9%
Unqualified Census Tracts	739	75.3%	275,424	85.1%
Total	981	100.0%	323,673	

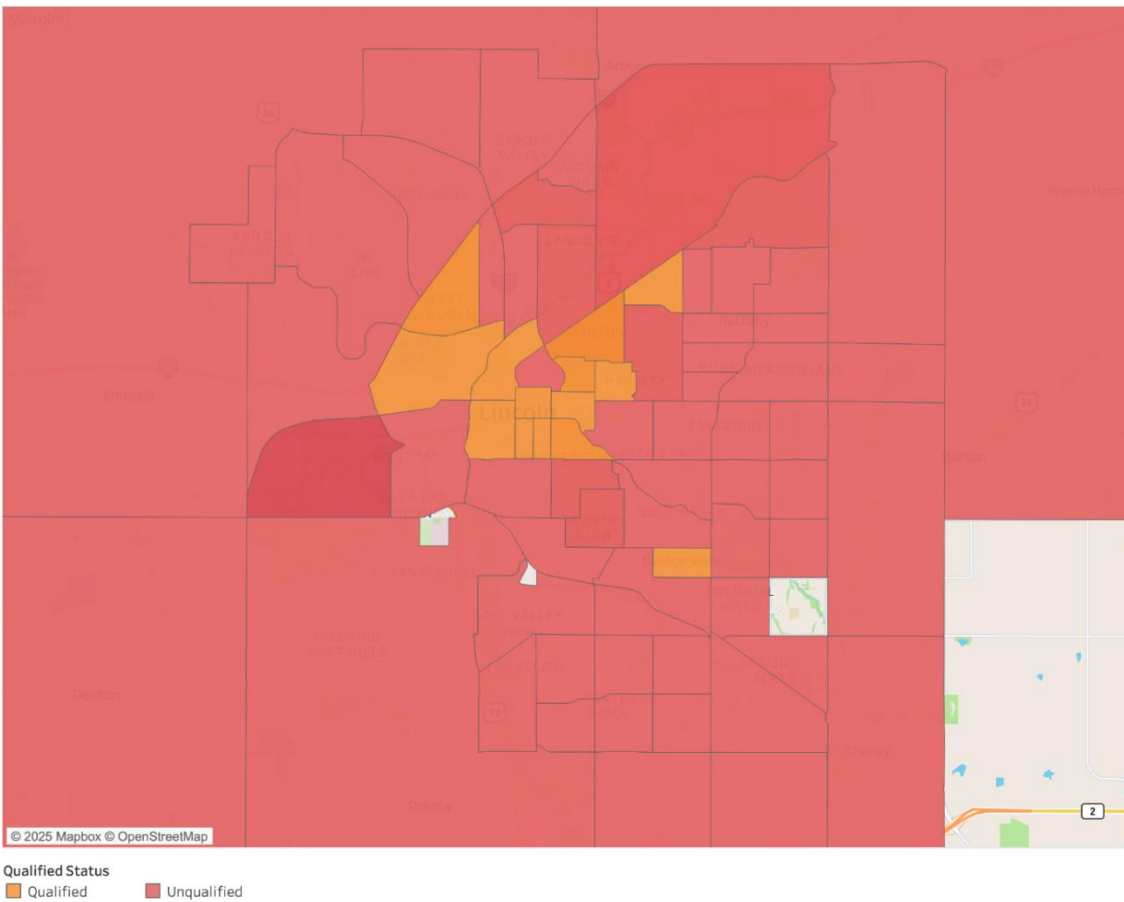
Note. Total population data sourced from the U.S. Census Bureau, American Community Survey, 2023 5-Year Estimates, Table DP05. Table only includes participants with address information provided in Lancaster County. Matched address information was provided for 1079 of the 1381 total program enrollments, with 981 of those residing in Lancaster County.

Table 16: Number and Percent of Program Enrollees who Reside in Qualified Census Tracts in Lancaster County, Years 1-3

Qualified Census Tract	Number of Participants Residing in Lancaster County Qualified Census Tracts	Percent of Total Participants Residing in Lancaster County Qualified Census Tracts
Census Tract 3	6	0.6%
Census Tract 4	41	4.2%
Census Tract 5	20	2.0%
Census Tract 7	18	1.8%
Census Tract 8	16	1.6%
Census Tract 17	24	2.4%
Census Tract 18	10	1.0%
Census Tract 19	5	0.5%
Census Tract 20.01	6	0.6%
Census Tract 20.02	15	1.5%
Census Tract 21	5	0.5%
Census Tract 27.01	12	1.2%
Census Tract 31.04	44	4.5%
Census Tract 33.01	20	2.0%
Total	242	24.7%

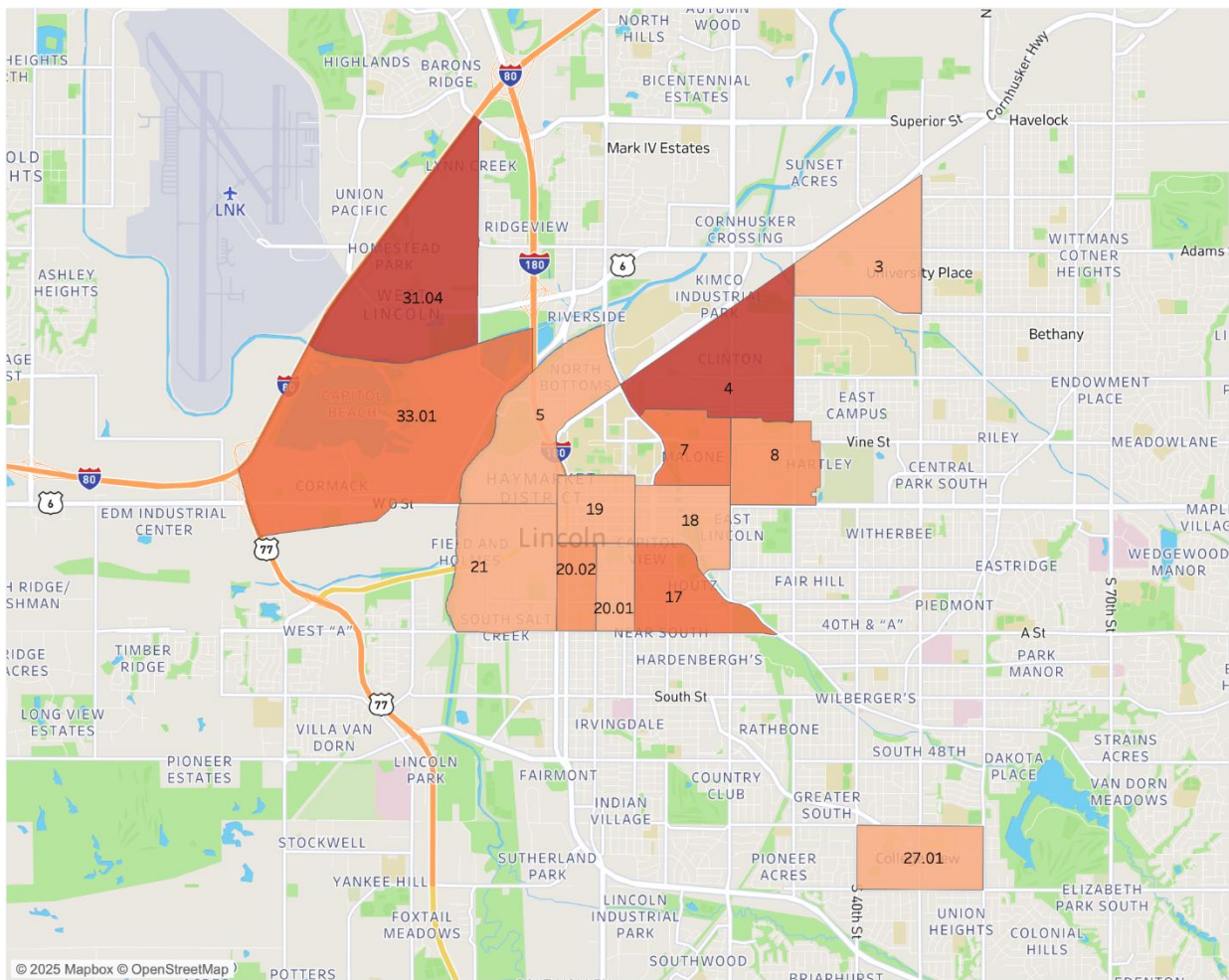
Note. Table only includes participants with address information provided in Lancaster County. Matched address information was provided for 1079 of the 1381 total program enrollments, with 981 of those residing in Lancaster County.

Figure 3: Residence of Program Participants in Qualified and Non-Qualified Census Tracts in Lancaster County, Years 1-3



Note. Census Tracts shaded orange represent Qualified Census Tracts. Map only displays participants with address information provided in Lancaster County. Matched address information was provided for 1,079 of the 1,381 total program enrollments, with 981 of those residing in Lancaster County.

Figure 4: Residence of Program Participants in Qualified Census Tracts in Lancaster County, Years 1-3



Note Matched address information was provided for 1,079 of the 1,381 total program enrollments, with 981 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 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, 7.3% of all workforce development program enrollments have co-enrolled in the WIOA program ($n = 101$). 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 specify and measure progress towards Goal 4. For example, of the 283 participants who reported being unemployed at enrollment, the WIOA co-enrollment rate improved to 35.6% ($n = 35$).

Through enrollment in the WIOA program, the American Job Center offers participants supportive services such as transportation reimbursements, childcare and dependent care, and housing assistance, among other supports.¹¹ Identifying those workforce development participants who are eligible for WIOA co-enrollment may help to quickly target those able to benefit from WIOA services. WIOA staff met with each workforce development grantee to promote the WIOA program in Year 1. The American Job Center is a grantee in the Workforce Development program and is where the majority of WIOA co-enrollments are concentrated. Co-enrollment data disaggregated by grantee program is included in Table 19.

Table 17: Number and Percent of Enrollments Co-Enrolled in WIOA Program by Grantee, Years 1-3

Grantee	Number of Program Enrollments	Number Co-Enrolled in WIOA	Percent of Program Enrollments
American Job Center	74	69	93.2%
Bryan Foundation	192	0	0.0%
Center for People in Need	183	4	2.2%
Community Action	80	3	3.8%
Lincoln Manufacturing Council	275	0	0.0%
Rabble Mill	210	25	11.9%
Southeast Community College	367	0	0.0%
Total	1381	101	7.3%

Note. American Job Center includes reporting for ECHO Collective and Lincoln Littles

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

Conclusion

Progress in the City of Lincoln Workforce Development Program has continued towards all program goals in Year 3. Grantees continued program implementation and experienced successes by expanding program capacity and approaches to best serve program participants while moving toward program sustainability. At the end of Year 3, 1,381 individuals were enrolled in a grantee workforce development program and 864 had completed their program. Although demographic, economic, and geographic information was not provided for all participants, the available data indicates that the City of Lincoln Workforce Development program is serving a diverse and disproportionately impacted population. It is anticipated that in future reporting, 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 success of programming in Year 3, the evaluation team recommends that grantees continue to focus on program sustainability to maintain the success of workforce upskilling and training programs for needed jobs.

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 Lincoln ARPA 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 high school	The number of individuals who completed a IT workforce development training, or completing educational plan/goal for Lincoln ARPA 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
			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 Lincoln ARPA 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	The number of individuals who obtained	The number of individuals who obtained	Number of completers	The number of individuals who accepted	The number of individuals who obtained	The number of individuals who are	The number of individuals who obtained

KPI	General Definition	AJC	Rabble Mill	SCC	LMC	CFPIN	Bryan Foundation	Community Action
obtain a job within targeted sectors within 12 months.	who 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	a job offer in the manufacturing industry (or similar) within 12 months of completing program.	employment in targeted sector within 12 months of receiving certificate.	employed by Bryan following certification (requirement for loan forgiveness).	a job 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.