

**Workforce Innovation and Opportunity Act-
Title 1**

**Greater Nebraska Workforce Development
Board: Regional and Local Plan Modification**

July 1, 2019 – June 30, 2021

2019 2-year modification

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Regional Plan Elements

1. **Provide an analysis of regional economic conditions, including existing and emerging in-demand industry sectors and occupations, based on regional labor market data.**

Economic Conditions

The Governor has designated local workforce development areas (local areas). The purpose of the local area is to serve as a jurisdiction for the administration of workforce development activities and execution of Adult, Dislocated Worker, and Youth program funds allocated by the Nebraska Department of Labor.

Currently, Nebraska has three (3) designated local areas:

1. **Greater Omaha Local Workforce Development Area (Greater Omaha)**, serving Douglas, Sarpy, and Washington counties;
2. **Greater Lincoln Local Workforce Development Area (Greater Lincoln)**, serving Lancaster and Saunders counties; and
3. **Greater Nebraska Local Workforce Development Area (Greater Nebraska)**, serving the remaining 88 Nebraska counties.

Within each local area, the Governor has designated planning regions. The purpose of identifying regions is to align workforce development activities and resources with larger regional economic development areas and available resources to provide coordinated and efficient services to both job seekers and employers. Nebraska has three regional planning areas outlined below:

1. **Metro Region (Area 8)** - covers Dodge, Douglas, Cass, Sarpy, Saunders, and Washington counties, with Douglas County being the focal county;
2. **Southeast Region (Area 7)** - covers Fillmore, Gage, Jefferson, Johnson, Lancaster, Nemaha, Otoe, Pawnee, Richardson, Saline, Seward, Thayer, and York counties, with Lancaster County being the focal county; and
3. **Greater Nebraska Region** - covers the remaining seventy-four (74) counties in Nebraska and includes eight (8) planning regions: Area 1: Scottsbluff, Area 2: Sidney, Area 3: North Platte, Area 4: McCook, Area 5: Tri-Cities, Area 6: Columbus, Area 9: Norfolk, and Area 10: O'Neill.

This regional plan covers the Greater Nebraska Region.

The Columbus area of economic concentration is comprised of seven counties in the Northeastern part of Nebraska, including Platte, Boone, Butler, Colfax, Nance, Polk and Wheeler counties and is part of Nebraska Department of Labor's (NDOL) Northeast Region. With a total regional population of 66,918 and 2,446 worksites, as noted in Table 1, the Columbus area of economic concentration is an important economic center.

The McCook area of economic concentration is comprised of three counties in the Southwest part of Nebraska, including Red Willow, Hayes and Hitchcock counties and is part of NDOL's Mid-Plains

Region. With a total regional population of 14,455 and 624 worksites, as noted in Table 1, the McCook area of economic concentration is one of the smaller area of economic concentration in Greater Nebraska.

The Norfolk area of economic concentration is comprised of five counties in the Northeastern part of Nebraska, including Madison, Antelope, Pierce, Stanton and Wayne counties and is part of NDOL’s Northeast Region. With a total regional population of 29,305 and 2,455 worksites, as noted in Table 1, the Norfolk area of economic concentration is an important economic hub.

The North Platte area of economic concentration is comprised of five counties in the Southwest part of Nebraska, including Lincoln, McPherson, Hooker, Thomas and Logan counties and is part of NDOL’s Mid-Plains Region. With a total regional population of 72,591 and 1,433 worksites, as noted in Table 1, the North Platte area of economic concentration is an important economic center.

The O’Neill area of economic concentration is comprised of four counties in the Northeastern part of Nebraska, including Holt, Boyd, Keya Paha and Rock counties and is part of NDOL’s Northeast Region. With a total population of 14,408 and 769 worksites, as noted in Table 1, the O’Neill area of economic concentration makes up the second smallest planning region in Greater Nebraska.

The Scottsbluff area of economic concentration is comprised of five counties in the Western part of Nebraska, including Scottsbluff, Banner, Morrill, Sheridan and Sioux counties and is part of NDOL’s Panhandle Region. Scottsbluff and the smaller town of Gering, form the seventh largest urban area in Nebraska. With a total regional population of 48,433 and 1,993 worksites, as noted in Table 1, the Scottsbluff area of economic concentration is an important economic hub.

The Sidney area of economic concentration is comprised of three counties in the Western part of Nebraska, including Cheyenne, Garden and Deuel counties and is part of NDOL’s Panhandle Region. With a total regional population of 13,465 and 573 worksites, as noted in Table 1, the Sidney area of economic concentration is the smallest area of economic concentration in Greater Nebraska.

The Tri-Cities area of economic concentration is comprised of 16 counties in Central Nebraska. Grand Island, Kearney, and Hastings form a group of three closely tied cities. The counties include Adams, Clay, Franklin, Nuckolls, Webster, Buffalo, Blaine, Garfield, Kearney, Sherman, Hall, Greeley, Hamilton, Howard, Merrick and Valley. With a population of 202,146 and 7,792 worksites, as noted in Table 1, the Tri- Cities area of economic concentration is an economic powerhouse.

Table 1: Labor Market Information - Population and Number of Worksites

Region/Area	Population	Number of Worksites
Greater Nebraska	634,700	25,215
Tri-Cities	202,146	7,792
North Platte	72,591	1,433
Columbus	66,918	2,446
Scottsbluff	48,433	1,993
Norfolk	29,305	2,455
McCook	14,455	624
O’Neill	14,408	769
Sidney	13,465	573

*Greater Nebraska includes all 74 counties. Regions include their respective counties.

The top five industries, by employment, for the Greater Nebraska region are: Manufacturing at 48,517, Health Care and Social Assistance at 45,915, Retail Trade at 36,723, Educational Services at 29,675, and Accommodation and Food Services at 23,111, as noted in Table 2.

Table 2: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Greater Nebraska

Greater Nebraska

Industry	Average	Average Weekly Wage
Manufacturing	48,517	\$938
Health Care and Social Assistance	45,915	\$795
Retail Trade	36,723	\$477
Educational Services	29,675	\$759
Accommodation and Food Services	23,111	\$278
Public Administration	19,549	\$687
Wholesale Trade	15,655	\$961
Construction	14,244	\$839
Transportation and Warehousing	12,687	\$871
Agriculture, Forestry, Fishing and Hunting	11,290	\$752
Finance and Insurance	10,584	\$958
Administrative and Support and Waste Management	8,641	\$633
Other Services (except Public Administration)	7,751	\$513
Professional, Scientific, and Technical Services	6,454	\$885
Arts, Entertainment, and Recreation	3,373	\$295
Information	3,064	\$690
Utilities	3,016	\$1,524
Management of Companies and Enterprises	2,851	\$1,282
Real Estate and Rental and Leasing	1,758	\$592
Mining, Quarrying, and Oil and Gas Extraction	657	\$1,033

The top five industries, by employment, for the Columbus area of economic concentration are: Manufacturing at 5,793, Retail Trade at 2,248, Health Care and Social Assistance at 42,103, Educational Services at 1,310, and Accommodation and Food Services at 1,222, as noted in Table 3.

Table 3: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Columbus

Columbus

Industry	Individuals Employed	Average Weekly Wage
Manufacturing	5,793	\$1003
Retail Trade	2,248	\$457
Health Care and Social Assistance	2,103	\$775
Educational Services	1,310	\$721
Accommodation and Food Services	1,222	\$264
Construction	1,118	\$904
Public Administration	746	\$751
Wholesale Trade	679	\$955

Industry	Individuals Employed	Average Weekly Wage
Administrative and Waste Services	523	\$564
Finance and Insurance	515	\$1,002
Agriculture, Forestry, Fishing & Hunting	491	\$789
Professional and Technical Services	440	\$985
Transportation and Warehousing	435	\$832
Other Services, Ex. Public Admin	387	\$656
Arts, Entertainment, and Recreation	197	\$219
Information	109	\$563
Real Estate and Rental and Leasing	90	\$650
Management of Companies and Enterprises	36	\$1,450
Mining, Quarrying, and Oil and Gas Extraction	Confidential	Confidential
Utilities	Confidential	Confidential

The top five industries, by employment, for the Scottsbluff area of economic concentration are: Health Care and Social Assistance at 4,010, Retail Trade at 2,621, Education Services at 2,146, Accommodations and Food Services at 1,779, and Public Administration at 1,499, as noted in table 4.

Table 4: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Scottsbluff
Scottsbluff

Industry	Individuals Employed	Average Weekly Wage
Health Care and Social Assistance	4,010	\$896
Retail Trade	2,621	\$488
Educational Services	2,146	\$804
Accommodation and Food Services	1,779	\$300
Public Administration	1,499	\$739
Manufacturing	1,098	\$832
Wholesale Trade	1,078	\$914
Construction	1,064	\$915
Administrative and Support and Waste Management	899	\$727
Finance and Insurance	776	\$947
Agriculture, Forestry, Fishing and Hunting	771	\$636
Transportation and Warehousing	600	\$883
Other Services (except Public Administration)	520	\$515
Professional, Scientific, and Technical Services	471	\$887
Information	330	\$681
Utilities	177	\$1,200
Arts, Entertainment, and Recreation	174	\$424
Real Estate and Rental and Leasing	131	\$671
Management of Companies and Enterprises	75	\$1,739
Mining, Quarrying, and Oil and Gas Extraction	18	\$902

The top five industries, by employment, for the Tri-Cities area of economic concentration are: Manufacturing at 15,134, Health Care and Social Assistance at 15,061, Retail Trade at 12,285, Educational Services at 9,236, and Accommodation and Food Services at 8,136, as noted in table 5.

Table 5: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Tri-Cities

Tri-Cities

Industry	Individuals Employed	Average Weekly Wage
Manufacturing	15,134	\$928
Health Care and Social Assistance	15,061	\$822
Retail Trade	12,285	\$504
Educational Services	9,236	\$749
Accommodation and Food Services	8,136	\$301
Public Administration	5,221	\$905
Construction	4,962	\$867
Wholesale Trade	4,627	\$1,051
Transportation and Warehousing	3,809	\$884
Administrative and Support and Waste Management	3,384	\$570
Finance and Insurance	3,170	\$1,021
Other Services (except Public Administration)	2,932	\$532
Professional, Scientific, and Technical Services	2,337	\$1,027
Agriculture, Forestry, Fishing and Hunting	2,106	\$738
Management of Companies and Enterprises	1,388	\$1,080
Arts, Entertainment, and Recreation	1,296	\$298
Information	957	\$822
Real Estate and Rental and Leasing	732	\$712
Utilities	228	\$1,744
Mining, Quarrying, and Oil and Gas Extraction	149	\$735

The top five industries, by employment, for the Norfolk area of economic concentration are: Health Care and Social Assistance at 4,654, Manufacturing at 4,049, Retail Trade at 3,204, Educational Services at 2,166, and Accommodation and Food Services at 1,911, as noted in table 6.

Table 6: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Norfolk

Norfolk

Industry	Individuals Employed	Average Weekly Wage
Health Care and Social Assistance	4,654	\$844
Manufacturing	4,049	\$1,175
Retail Trade	3,204	\$460
Educational Services	2,166	\$758
Accommodation and Food Services	1,911	\$267
Wholesale Trade	1,251	\$1,012
Construction	1,208	\$836
Public Administration	1,196	\$739

Industry	Individuals Employed	Average Weekly Wage
Transportation and Warehousing	1,169	\$875
Finance and Insurance	805	\$950
Administrative and Waste Services	770	\$613
Other Services, Ex. Public Admin	760	\$509
Professional and Technical Services	668	\$795
Agriculture, Forestry, Fishing & Hunting	320	\$748
Information	272	\$661
Arts, Entertainment, and Recreation	189	\$239
Real Estate and Rental and Leasing	184	\$541
Management of Companies and Enterprises	97	\$1,394
Mining, Quarrying, and Oil and Gas Extraction	44	\$815
Utilities	Confidential	Confidential

The top five industries, by employment, for the North Platte area of economic concentration are: Health Care and Social Assistance at 2,933, Retail Trade at 2,084, Accommodation and Food Services at 1,836, Educational Services at 1,335, and Public Administration at 1,075, as noted in table 7.

Table 7: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- North Platte

North Platte

Industry	Individuals Employed	Average Weekly Wage
Health Care and Social Assistance	2,933	\$881
Retail Trade	2,084	\$508
Accommodation and Food Services	1,836	\$296
Educational Services	1,335	\$811
Public Administration	1,075	\$822
Transportation and Warehousing	1,063	\$924
Construction	803	\$827
Finance and Insurance	508	\$1,049
Wholesale Trade	492	\$972
Other Services, Ex. Public Admin	469	\$595
Agriculture, Forestry, Fishing & Hunting	449	\$713
Professional and Technical Services	363	\$899
Manufacturing	333	\$603
Administrative and Waste Services	305	\$495
Information	223	\$733
Arts, Entertainment, and Recreation	213	\$266
Real Estate and Rental and Leasing	125	\$595
Management of Companies and Enterprises	30	\$663
Mining, Quarrying, and Oil and Gas Extraction	Confidential	Confidential
Utilities	Confidential	Confidential

The top five industries, by employment, for the Sidney area of economic concentration are: Retail Trade at 845, Health Care and Social Assistance at 773, Wholesale Trade at 580, Educational Services at 578, and Management of Companies and Enterprises at 562, as noted in table 8.

Table 8: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- Sidney
Sidney

Industry	Individuals Employed	Average Weekly Wage
Retail Trade	845	\$575
Health Care and Social Assistance	773	\$800
Wholesale Trade	580	\$1,372
Educational Services	578	\$716
Management of Companies and Enterprises	562	\$1,990
Accommodation and Food Services	500	\$295
Public Administration	485	\$635
Transportation and Warehousing	313	\$794
Manufacturing	274	\$742
Agriculture, Forestry, Fishing and Hunting	199	\$708
Finance and Insurance	164	\$910
Administrative and Support and Waste Management	144	\$615
Other Services (except Public Administration)	104	\$659
Utilities	99	\$1,359
Professional, Scientific, and Technical Services	65	\$889
Construction	54	\$1,485
Information	35	\$453
Arts, Entertainment, and Recreation	10	\$223
Real Estate and Rental and Leasing	8	\$379

The top five industries, by employment, for the McCook area of economic concentration are: Health Care and Social Assistance at 959, Retail Trade at 797, Educational Services at 588, Public Administration at 581, and Accommodation and Food Services at 547, as noted in table 9.

Table 9: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- McCook
McCook

Industry	Individuals Employed	Average Weekly Wage
Health Care and Social Assistance	959	\$715
Retail Trade	797	\$495
Educational Services	588	\$711
Public Administration	581	\$659
Accommodation and Food Services	547	\$270
Manufacturing	512	\$1,308
Wholesale Trade	387	\$867
Agriculture, Forestry, Fishing and Hunting	251	\$637
Construction	226	\$731

Industry	Individuals Employed	Average Weekly Wage
Transportation and Warehousing	225	\$790
Finance and Insurance	209	\$963
Other Services (except Public Administration)	153	\$392
Professional, Scientific, and Technical Services	112	\$747
Administrative and Support and Waste Management	92	\$430
Mining, Quarrying, and Oil and Gas Extraction	81	\$1,077
Information	77	\$450
Utilities	74	\$1,303
Arts, Entertainment, and Recreation	34	\$212
Management of Companies and Enterprises	28	\$1,968

The top five industries, by employment, for the O’Neill area of economic concentration are: Health Care and Social Assistance at 1,198, Retail Trade at 691, Educational Services at 601, Agriculture, Forestry, Fishing and Hunting at 593, and Accommodation and Wholesale Trade at 508, as noted in table 10.

Table 10: Industry & Wages, Quarterly Census of Employment and Wages, Second Quarter 2018- O’Neill

Industry	Individuals Employed	Average Weekly Wage
Health Care and Social Assistance	1,198	\$700
Retail Trade	691	\$5,355
Educational Services	601	\$697
Agriculture, Forestry, Fishing and Hunting	593	\$723
Wholesale Trade	508	\$801
Public Administration	466	\$2,603
Accommodation and Food Services	358	\$221
Transportation and Warehousing	305	\$5,033
Finance and Insurance	263	\$881
Construction	188	\$1,090
Manufacturing	152	\$7,155
Other Services (except Public Administration)	130	\$660
Information	90	\$556
Professional, Scientific, and Technical Services	79	\$793
Administrative and Support and Waste Management	46	\$513
Utilities	44	\$1,689
Arts, Entertainment, and Recreation	26	\$256
Mining, Quarrying, and Oil and Gas Extraction	22	\$569
Real Estate and Rental and Leasing	17	\$698
Management of Companies and Enterprises	12	\$1,585

2. Provide an analysis of employment needs of employers in existing and emerging in-demand industry sectors and occupations in the planning region based on regional labor market data.

High Wage, High Skill, High Demand (H3)

The Nebraska Departments of Labor and Education, in partnership with the Nebraska Department of Economic Development, have focused their respective efforts towards existing and emerging occupations that meet certain high wage, high skill and high demand criteria. Known as H3 occupations, these occupations are considered high wage when at least half of their wage measures are at or above the regional average for all occupations. Occupations that require either some college or a higher level of educational attainment are high skill; these include occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or an internship or residency. The number of annual openings, net change in employment, and growth rate determine whether an occupation is in high demand.

As shown in Table 13, 15, 17, 19, 21, and 23 the top two H3 occupations in terms of the projected number of job growth for the each of the Greater Nebraska areas of economic concentration includes heavy and tractor-trailer truck drivers and registered nurses. These occupations are projected to experience growth ranging from 4.6% to 13.1%. Additionally, these professions offer an attractive wage and provide job seekers with a range of rewarding career options within the region.

Table 11: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – Greater Nebraska

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Utilities (private + state + local)	1,811	3,065	59.1%
Educational Services (including state and local gov)	16,856	33,607	50.2%
Transportation and Warehousing	7,702	15,392	50.0%
Professional, Scientific, and Technical Services	3,002	6,886	43.6%
Health Care and Social Assistance	18,406	44,642	41.2%

The Greater Nebraska Area is a total of the Panhandle, Sandhills, Mid Plains, Central, Northeast area of economic concentration and the Grand Island MSA

Table 12: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – Grand Island MSA

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Utilities (private + state + local)	122	185	65.9%
Educational Services (including state and local government)	2,159	3,828	56.4%
Professional, Scientific, and Technical Services	466	900	51.8%
Transportation and Warehousing	972	1,998	48.6%
Management of Companies and Enterprises	194	458	42.4%

Table 13: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Grand Island MSA Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Heavy and Tractor-Trailer Truck Drivers	1,126	1,263	137	12.20%
Registered Nurses	874	949	75	8.60%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	242	307	65	26.90%
General and Operations Managers	562	614	52	9.30%
Licensed Practical and Licensed Vocational Nurses	308	349	41	13.30%
Elementary School Teachers, Except Special Education	426	463	37	8.70%
Accountants and Auditors	419	450	31	7.40%
Middle School Teachers, Except Special and Career/Technical Education	360	391	31	8.60%
Secondary School Teachers, Except Special and Career/Technical Education	347	375	28	8.10%
Farm Equipment Mechanics and Service Technicians	203	223	20	9.90%

The Grand Island MSA includes the Nebraska counties of Howard, Hall, Merrick and Hamilton.

Table 14: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – Tri-Cities: Central Area

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Utilities (private + state + local)	419	598	70.10%
Transportation and Warehousing	932	1,751	53.20%
Educational Services (including state and local government)	3,611	7,493	48.20%
Professional, Scientific, and Technical Services	824	1,837	44.90%
Health Care and Social Assistance	4,526	11,299	40.10%

Table 15: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Central Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Registered Nurses	1,923	2,074	151	7.90%
Heavy and Tractor-Trailer Truck Drivers	1,454	1,562	108	7.40%
General and Operations Managers	880	958	78	8.90%
Plumbers, Pipefitters, and Steamfitters	709	767	58	8.20%
Machinists	697	753	56	8.00%
Accountants and Auditors	369	415	46	12.50%

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Licensed Practical and Licensed Vocational Nurses	549	594	45	8.20%
Elementary School Teachers, Except Special Education	987	1,027	40	4.10%
Secondary School Teachers, Except Special and Career/Technical Education	701	741	40	5.70%
Carpenters	635	664	29	4.60%

The Central area includes the Nebraska counties of Adams, Blaine, Buffalo, Clay, Custer, Franklin, Greeley, Harlan, Kearney, Nuckolls, Phelps, Sherman, Valley and Webster.

Table 16: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – Norfolk, Columbus: Northeast Area

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Utilities (private + state + local)	749	1,232	60.80%
Transportation and Warehousing	2,769	4,607	60.10%
Educational Services (including state and local government)	5,880	11,826	49.70%
Health Care and Social Assistance	6,023	14,141	42.60%
Wholesale Trade	2,067	6,296	32.80%

Table 17: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Northeast Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Heavy and Tractor-Trailer Truck Drivers	3,981	4,463	482	12.10%
Registered Nurses	2,254	2,444	190	8.40%
General and Operations Managers	1,484	1,619	135	9.10%
Industrial Machinery Mechanics	689	812	123	17.90%
Machinists	740	862	122	16.50%
Elementary School Teachers, Except Special Education	1,577	1,688	111	7.00%
Licensed Practical and Licensed Vocational Nurses	815	908	93	11.40%
Secondary School Teachers, Except Special and Career/Technical Education	1,109	1,187	78	7.00%
Accountants and Auditors	652	716	64	9.80%
Electricians	585	642	57	9.70%

The Northeast area includes the Nebraska counties of Antelope, Boone, Burt, Butler, Cedar, Colfax, Cuming, Dakota, Dixon, Dodge, Knox, Madison, Nance, Pierce, Platte, Polk, Stanton, Thurston, Wayne, and Wheeler.

Table 18: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – Scottsbluff, Sidney: Panhandle Area

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Educational Services (including state and local government)	2,269	4,385	51.70%
Construction	890	1,728	51.50%
Utilities (private + state + local)	147	293	50.20%
Transportation and Warehousing	1,306	2,751	47.50%
Professional, Scientific, and Technical Services	371	807	46.00%

Table 19: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Panhandle Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Registered Nurses	947	1,071	124	13.10%
Rail Car Repairers	210	240	30	14.30%
Electricians	276	305	29	10.50%
Licensed Practical and Licensed Vocational Nurses	376	403	27	7.20%
Managers, All Other	314	339	25	8.00%
Plumbers, Pipefitters, and Steamfitters	263	282	19	7.20%
Heavy and Tractor-Trailer Truck Drivers	864	876	12	1.40%
Elementary School Teachers, Except Special Education	764	765	1	0.10%
General and Operations Managers	756	756	0	0.00%
Bookkeeping, Accounting, and Auditing Clerks	763	706	-57	-7.50%

Table 20: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – O'Neill: Sandhills Area

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Transportation and Warehousing	258	350	73.70%
Utilities (private + state + local)	66	94	70.20%
Management of Companies and Enterprises	36	64	56.30%
Professional, Scientific, and Technical Services	122	221	55.20%
Construction	209	466	44.80%

Table 21: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Sandhills Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Heavy and Tractor-Trailer Truck Drivers	413	458	45	10.90%
Registered Nurses	308	322	14	4.60%
Carpenters	146	158	12	8.20%
General and Operations Managers	180	189	9	5.00%
Electrical Power-Line Installers and Repairers	125	133	8	6.40%
Loan Officers	79	87	8	10.10%
Farm Equipment Mechanics and Service Technicians	99	106	7	7.10%
Accountants and Auditors	138	144	6	4.40%
Secondary School Teachers, Except Special and Career/Technical Education	179	184	5	2.80%
Industrial Machinery Mechanics	97	102	5	5.20%
Electricians	55	60	5	9.10%
Licensed Practical and Licensed Vocational Nurses	90	95	5	5.60%
Elementary School Teachers, Except Special Education	120	124	4	3.30%
Public Relations Specialists	39	43	4	10.30%
Coaches and Scouts	96	98	2	2.10%

Table 22: H3 Occupation Employment Percentages by Industry, 2016 Annual Average – North Platte, McCook: Mid-Plains Area

Industry Title	Employment in H3 Occupations	Total Employment	Percent of Total Employment in H3 Occupations
Professional, Scientific, and Technical Services	541	1,039	52.10%
Educational Services (including state and local government)	2,406	4,801	50.10%
Utilities (private + state + local)	308	663	46.50%
Management of Companies and Enterprises	159	350	45.40%
Health Care and Social Assistance	2,745	6,598	41.60%

Table 23: Long-term Occupational Projections, 2016-2026 with H3 Indicators – Mid-Plains Area

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Heavy and Tractor-Trailer Truck Drivers	934	1,015	81	8.70%
Registered Nurses	927	994	67	7.20%
General and Operations Managers	735	780	45	6.10%

SOC Title	2016 Estimated Employment	2026 Projected Employment	Growth Openings	Percent Change
Bus and Truck Mechanics and Diesel Engine Specialists	272	305	33	12.10%
Managers, All Other	378	406	28	7.40%
Farm Equipment Mechanics and Service Technicians	371	398	27	7.30%
Licensed Practical and Licensed Vocational Nurses	352	378	26	7.40%
Elementary School Teachers, Except Special Education	613	629	16	2.60%
Secondary School Teachers, Except Special and Career/Technical Education	543	557	14	2.60%
Bookkeeping, Accounting, and Auditing Clerks	746	731	-15	-2.00%

The Mid Plains area includes the Nebraska counties of Chase, Dawson, Dundy, Frontier, Furnas, Gosper, Hayes, Hitchcock, Hooker, Keith, Lincoln, Logan, McPherson, Perkins, Red Willow and Thomas.

Source: Custom calculation based on high wage, skill, demand (H3) indicators and 2016-2026 Long-term Industry Projections produced July 2018.

Nebraska Department of Labor’s (NDOL) Labor Market Information division collects data in each of the areas of economic concentration in statistical areas that vary from the set planning regions. Every effort has been made to collect data specific to each area of economic concentration however some area of economic concentration are combined as noted under each table.

3. Provide an analysis of the knowledge and skills needed by job seekers to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.

Necessary Skills & Knowledge

Skills needed by job seekers to meet the employment needs of the employers across all areas of economic concentration include active listening, speaking, social perceptiveness, reading comprehension and service orientation. Knowledge and skills needed by job seekers to meet the employment needs of the employers across all areas of economic concentration for H3 industries include active listening, speaking, social perceptiveness, coordination, monitoring, instructing, service orientation, repairing, learning strategies, and equipment maintenance.

Table 24: Top 5 Most Commonly Required Skills*

All Occupations

Rank	Panhandle	Mid Plains	Sandhills	Central	Grand Island	Northeast
1	Speaking	Active Listening	Speaking	Speaking	Active Listening ¹	Speaking
2	Active Listening	Speaking	Active Listening	Active Listening	Speaking	Active Listening

¹ Active Listening & Speaking were tied for rank #1 for the Grand Island MSA.

3	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
4	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking
5	Writing	Writing	Social Perceptiveness	Writing	Writing	Writing

Top H3 Occupations Only^{2,3}:

Panhandle	Mid Plains	Sandhills	Central	Grand Island	Northeast
Active Listening [1]	Speaking [1]	Speaking [1]	Speaking [1]	Speaking [1]	Speaking [1]
Speaking [1]	Active Listening [2]	Active Listening [2]	Active Listening [2]	Active Listening [2]	Active Listening [2]
Social Perceptiveness [2]	Social Perceptiveness [3]	Social Perceptiveness [3]	Social Perceptiveness [3]	Social Perceptiveness [3]	Social Perceptiveness [3]
Coordination [3]	Service Orientation [4]	Instructing [3]	Service Orientation [4]	Instructing [3]	Instructing [4]
Monitoring [3]	Monitoring [4]	Learning Strategies [3]	Monitoring [4]	Monitoring [4]	Monitoring [4]
Service Orientation [3]	Coordination [4]	Coordination [4]	Coordination [4]	Coordination [4]	Coordination [4]
	Learning Strategies [4]	Equipment Maintenance [4]	Learning Strategies [4]	Learning Strategies [4]	Learning Strategies [4]
	Instructing [4]	Monitoring [4]	Instructing [4]	Service Orientation [4]	Service Orientation [4]
		Repairing [4]		Repairing [4]	Repairing [4]
				Equipment Maintenance [4]	Equipment Maintenance [4]

Knowledge areas needed by job seekers to meet the employment needs of the employers across all planning regions include customer and personal service, English language, administration and management, clerical, education and training, psychology, and production and processing. Knowledge areas needed by job seekers to meet the employment needs of the employers across all planning regions for H3 industries include English language, psychology, building and construction, medicine and dentistry, mechanical, education and training, customer and personal service, and mathematics.

Table 25: Top 5 Most Commonly Required Knowledge Areas⁴

² Because most regions have 2+ teaching occupations (e.g., elementary school teachers + secondary school teachers) in their Top H3 list, teaching-specific skills are likely overrepresented in these lists.

³ H3 skills rankings resulted in multiple unbreakable ties for some regions. To provide clarity without breaking the table, each skill's ranking within the indicated region is provided in the brackets. Where the bracketed rankings for a particular region stop before reaching #5, this is because more than 5 skills tied for higher ranks, and all remaining skills were applicable to only 1 top H3 occupation within the region.

⁴ Because knowledge rankings often resulted in ties, more than 5 skills are listed for some regions.

All Occupations:

Rank	Panhandle	Mid Plains	Sandhills	Central	Grand Island	Northeast
1	Customer & Personal Service	Customer & Personal Service	Customer & Personal Service	Customer & Personal Service	Customer & Personal Service	Customer & Personal Service
2	English Language	English Language	English Language	English Language	English Language	English Language
3	Education & Training	Education & Training	Administration & Management	Education & Training	Education & Training	Education & Training
4	Medicine & Dentistry	Mechanical	Clerical	Medicine & Dentistry	Computers & Electronics ⁵	Mechanical
5	Computers & Electronics	Mathematics	Education & Training	Computers & Electronics	Medicine & Dentistry	Mathematics

Top H3 Occupations Only⁶:

Panhandle	Mid Plains	Sandhills	Central	Grand Island	Northeast
English Language [1]	English Language [1]	Education & Training [1]	English Language [1]	English Language [1]	English Language [1]
Psychology [2]	Psychology [2]	English Language [2]	Psychology [2]	Education & Training [2]	Mechanical [1]
Building & Construction [2]	Mechanical [2]	Psychology [3]	Mechanical [2]	Psychology [3]	Education & Training [2]
Medicine & Dentistry [3]	Education & Training [2]	Mechanical [3]	Mathematics [2]	Mechanical [3]	Psychology [2]
Mechanical [3]	Medicine & Dentistry [3]	Mathematics [3]	Education & Training [2]	Customer & Personal Service [3]	Medicine & Dentistry [3]
Education & Training [3]	Customer & Personal Service [3]	Customer & Personal Service [3]	Building & Construction [2]	Medicine & Dentistry [4]	Mathematics [3]
Customer & Personal Service [3]			Medicine & Dentistry [3]		Customer & Personal Service [3]
			Customer & Personal Service [3]		

⁵ Computers & Electronics and Medicine & Dentistry were tied for rank #4 for the Grand Island MSA.

⁶ H3 knowledge rankings resulted in multiple unbreakable ties for some regions. To provide clarity without breaking the table, each knowledge area's ranking within the indicated region is provided in the brackets. Where the bracketed rankings for a particular region stop before reaching #5, this is because more than 5 knowledge areas tied for higher ranks, and all remaining knowledge areas were applicable to only 1 top H3 occupation within the region.

4. Provide an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce including individuals with barriers to employment.

Labor Force & Unemployment

The Greater Nebraska area has a low unemployment rate of 2.59% and labor force of 340,392. The Tri-Cities area makes up 32% of Greater Nebraska’s entire labor force. The McCook area has the lowest unemployment rate of 2.18%. Each area of economic concentration’s breakdown is shown below in table 26.

Table 26: Labor Market Information – Labor Force, December 2018

Area	Labor Force	Employed	Unemployed	Unemployment Rate
Greater Nebraska	340,392	331,579	8,813	2.59%
Tri-Cities	107,235	104,399	2,836	2.64%
Columbus	35,791	34,970	821	2.29%
Norfolk	32,618	31,872	746	2.29%
Scottsbluff	24,873	24,122	751	3.02%
North Platte	20,152	19,592	560	2.78%
O’Neill	8,271	8,064	207	2.50%
McCook	7,695	7,527	168	2.18%
Sidney	6,964	6,783	181	2.60%

Source: Nebraska Department of Labor, Labor Market Information, and Local Area Unemployment Statistics downloaded 02/13/2019

The Greater Nebraska area has a total of 12.18% of the population living in poverty. The Columbus area has the lowest population living in poverty at 8.35%. The North Platte area has the highest population living in poverty at 14.26%. See Table 27 for each area of economic concentration’s poverty breakdown.

Table 27: US Census Bureau, 2017 Poverty Rate

Area	Poverty Totals	Poverty Percent, All Ages	Estimated Total Population
Greater Nebraska	77,280	12.18%	634,700
North Platte	10,350	14.26%	72,591
Scottsbluff	6,305	13.02%	48,433
McCook	1,738	12.02%	14,455
Tri-Cities	25,302	11.75%	215,258
Sidney	1,487	11.04%	13,465
Norfolk	3,124	10.66%	29,305
O’Neill	1,302	9.04%	14,408
Columbus	5,588	8.35%	66,918

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

Labor Market Trends

Education

Many job requirements can be accomplished via short-term training programs and/or on-the-job training as noted in table 28-33 below.

Table 28: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Panhandle Area

SOC Title	Education	Work Experience	Job Training
Registered Nurses	Bachelor's degree	None	None
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
General and Operations Managers	Bachelor's degree	5 years or more	None
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None
Electricians	High school diploma or equivalent	None	Apprenticeship
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	None	Moderate-term on-the-job training
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None
Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent	None	Apprenticeship
Rail Car Repairers	High school diploma or equivalent	None	Long-term on-the-job training
Managers, All Other	Bachelor's degree	Less than 5 years	None
Carpenters	High school diploma or equivalent	None	Apprenticeship
Electrical Power-Line Installers and Repairers	High school diploma or equivalent	None	Long-term on-the-job training

Table 29: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Mid-Plains Area

SOC Title	Education	Work Experience	Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
Registered Nurses	Bachelor's degree	None	None
General and Operations Managers	Bachelor's degree	5 years or more	None
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	None	Moderate-term on-the-job training
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None
Farm Equipment Mechanics and Service Technicians	High school diploma or equivalent	None	Long-term on-the-job training

SOC Title	Education	Work Experience	Job Training
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None
Bus and Truck Mechanics and Diesel Engine Specialists	High school diploma or equivalent	None	Long-term on-the-job training
Managers, All Other	Bachelor's degree	Less than 5 years	None
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None
Automotive Service Technicians and Mechanics	Postsecondary non-degree award	None	Short-term on-the-job training
Accountants and Auditors	Bachelor's degree	None	None

Table 30: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Sandhills Area

SOC Title	Education	Work Experience	Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
Registered Nurses	Bachelor's degree	None	None
General and Operations Managers	Bachelor's degree	5 years or more	None
Carpenters	High school diploma or equivalent	None	Apprenticeship
Accountants and Auditors	Bachelor's degree	None	None
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None
Electrical Power-Line Installers and Repairers	High school diploma or equivalent	None	Long-term on-the-job training
Farm Equipment Mechanics and Service Technicians	High school diploma or equivalent	None	Long-term on-the-job training
Coaches and Scouts	Bachelor's degree	None	None
Loan Officers	Bachelor's degree	None	Moderate-term on-the-job training
Industrial Machinery Mechanics	High school diploma or equivalent	None	Long-term on-the-job training

SOC Title	Education	Work Experience	Job Training
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None

Table 31: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Central Area

SOC Title	Education	Work Experience	Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
Registered Nurses	Bachelor's degree	None	None
General and Operations Managers	Bachelor's degree	5 years or more	None
Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent	None	Apprenticeship
Machinists	High school diploma or equivalent	None	Long-term on-the-job training
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None
Carpenters	High school diploma or equivalent	None	Apprenticeship
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None
Accountants and Auditors	Bachelor's degree	None	None
Industrial Machinery Mechanics	High school diploma or equivalent	None	Long-term on-the-job training
Electricians	High school diploma or equivalent	None	Apprenticeship

Table 32: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Grand Island MSA

SOC Title	Education	Work Experience	Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
Registered Nurses	Bachelor's degree	None	None
General and Operations Managers	Bachelor's degree	5 years or more	None
Heating, Air Conditioning, and Refrigeration	Postsecondary non-degree award	None	Long-term on-the-job training

SOC Title	Education	Work Experience	Job Training
Mechanics and Installers			
Accountants and Auditors	Bachelor's degree	None	None
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None
Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None
Farm Equipment Mechanics and Service Technicians	High school diploma or equivalent	None	Long-term on-the-job training
Industrial Machinery Mechanics	High school diploma or equivalent	None	Long-term on-the-job training
Substitute Teachers	Bachelor's degree	None	None

Table 33: Education, Work Experience, & Job Training Requirements for Top H3 Occupations – Northeast Area

SOC Title	Education	Work Experience	Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	None	Short-term on-the-job training
Registered Nurses	Bachelor's degree	None	None
General and Operations Managers	Bachelor's degree	5 years or more	None
Elementary School Teachers, Except Special Education	Bachelor's degree	None	None
Machinists	High school diploma or equivalent	None	Long-term on-the-job training
Industrial Machinery Mechanics	High school diploma or equivalent	None	Long-term on-the-job training
Secondary School Teachers, Except Special and	Bachelor's degree	None	None

SOC Title	Education	Work Experience	Job Training
Career/Technical Education			
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	None	None
Electricians	High school diploma or equivalent	None	Apprenticeship
Accountants and Auditors	Bachelor's degree	None	None
Farm Equipment Mechanics and Service Technicians	High school diploma or equivalent	None	Long-term on-the-job training
Wind Turbine Service Technicians	Postsecondary non-degree award	None	Long-term on-the-job training

5. Provide an analysis of workforce development activities, including education and training activities, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Workforce Development

Education & Training

Tri-Cities Area

The Tri-Cities area is well positioned to supply education and training to fill workforce needs. Central Community College (CCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from CCC. Career Pathways Institute is accessible to help high school students transitioning to in-demand careers. In November 2017, Career Pathways Institute became the first youth Registered Apprenticeship Intermediary in Nebraska partnering with Dramco Tool as the sponsor. Grand Island Public Schools utilizes an academy education model to link students with peers, teachers and community partners in an environment centered around the student's interests to foster academic success and prepare them for their options after high school. The Nebraska Safety Center at the University of Nebraska-Kearney and Central States Safety & Driver Training provide professional truck driving training. The Grand Island American Job Center has strong relationships with local employers, particularly those in the manufacturing sector. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

Columbus Area

The Columbus area has a variety of education and training opportunities to meet workforce needs. Central Community College (CCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from CCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. The Columbus Career Center has strong relationships with local workforce partners and employers. These relationships have and will

continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

Scottsbluff Area

The Scottsbluff area has a variety of education and training opportunities to meet workforce needs. Western Nebraska Community College (WNCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from WNCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. Scottsbluff High School Career Academies is accessible to help high school student's transition to in-demand careers. The Scottsbluff Career Center has strong relationships with local workforce partners and employers. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

Sidney Area

The Sidney area has a variety of education and training opportunities to meet workforce needs. Western Nebraska Community College (WNCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from WNCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. The Sidney Career Center has strong relationships with local workforce partners and employers. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

North Platte Area

The North Platte area has a variety of education and training opportunities to meet workforce needs. North Platte Community College (NPCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from NPCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. The North Platte Career Center has strong relationships with local workforce partners and employers. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

McCook Area

The McCook area has a variety of education and training opportunities to meet workforce needs. Mid-Plains Community College (MPCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from MPCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. The North Platte / McCook Career Center has strong relationships with local workforce partners and employers. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

Norfolk Area

The Norfolk area has a variety of education and training opportunities to meet workforce needs. Northeast Community College (NCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from NCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. Norfolk High School Career Academy is accessible to help high school student's transition to in-demand careers. The Norfolk Career Center has strong relationships with local workforce partners and employers. These relationships have

and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

O'Neill Area

The O'Neill area has a variety of education and training opportunities to meet workforce needs. Northeast Community College (NCC) has an extensive selection of career technical education programs on Nebraska's Eligible Training Provider list. Adult Education and English Language Learner classes are available from NCC. The Career Pathways Advancement Project (CPAP) is designed for Nebraska VR clients to explore and access opportunities to advance in their employment. Norfolk High School Career Academy is accessible to help high school student's transition to in-demand careers. The Norfolk Career Center has strong relationships with local workforce partners and employers. These relationships have and will continue to meet employer needs by providing on-the-job training and direct placement opportunities for job seekers.

Individuals with Barriers to Employment

The board emphasizes services to individuals with barriers to employment. The local area has a Disabled Veterans Outreach Program (DVOP) with workforce coordinators in Grand Island, Scottsbluff, Columbus, Norfolk, Beatrice, and North Platte. One of their responsibilities is to align the WIOA programs with other veteran's service programs. Hastings has a Local Veterans Employment Representative (LVER) that works with Greater Nebraska businesses to promote hiring veterans. The local area, in collaboration with the NDOL, has a Limited English Proficient (LEP) plan to ensure programs are accessible in multiple languages. The WIOA Title 1B program works in conjunction with Nebraska VR to assist individuals with disabilities (both mental and physical disabilities) to obtain and maintain employment. Workforce partners cooperate with the Nebraska Commission for the Blind and Visually Impaired (NCBVI) to create opportunities and guarantee services are accessible for the visually impaired. Part of this commitment involves cross-training staff on how to assist individuals in general with disabilities and specifically for the blind, making JAWS (Job Access with Speech) screen readers available in each office. All facilities are physically accessible, in compliance with ADA standards for accessible design. Reasonable accommodations and modifications are provided to individuals with disabilities when administering assessments. The Greater Nebraska Accessibility Policy available at dol.nebraska.gov further guarantees universal access.

The below strengths and weaknesses have been accounted for through the vision, goals and specific outcomes guiding the local plan and regional plan for the local area.

Strengths and Weaknesses

Key strengths include:

- **NEworks, Nebraska's Management Information System**, equipping the AJC network partners with a powerful technological tool that offers a wealth of workforce data as well as resources for both employers and current/prospective workers. Beyond its present use, this technology can serve to potentially improve coordination of program services, enhance communication between partners, and track relevant participant outcomes.
- **A comprehensive range of high-quality workforce development services.** From initial assessment to job placement, the AJC network programs offer an array of high-quality, targeted services that are geared toward the needs of the state's employers and those seeking employment.
- **Cost-efficiency in the delivery of services.** Despite geographic, financial, programmatic and other constraints, the AJC network partners have cost-efficiently delivered their services to job seekers and workers throughout the state. The extent to which these entities have continually maximized the quality and reach of their services is a strength that is capitalized upon in the combined plan.

- **Strong partnerships between plan partners** as well as public and private partners. The strength of these partnerships is evident in their strong contributions to the design and execution of the local and regional plan.
- **A strong technology infrastructure** that is capable of supporting the business growth and expansion targeted through the combined plan. A 2014 report by the Nebraska Information Technology Commission found that Broadband service, with download speeds of greater than 10Mbps, is available to 99.5% of the state’s population (Broadband in Nebraska, 2014). Widespread access to broadband given the geographic challenges in an expansive state with numerous rural areas is a tremendous strength.

Collectively, these strengths form a tremendous foundation for the local area.

Key weaknesses limit the partner programs’ ability to serve the needs of its workforce customers. These weaknesses include:

- **Widespread dispersion of various populations within the state.** The placement of Nebraskans who face barriers to employment (e.g., low-income individuals; individuals with disabilities; ex-offenders; homeless individuals; youth who have aged out of the foster care system; English Language Learners; individuals with low levels of literacy; single parents; farmworkers; those within two years of exhausting lifetime TANF eligibility; and the long-term unemployed) present unique challenges in communicating and coordinating services to areas where these populations reside. This includes remote rural areas, areas with capacity issues and those affected by other factors that complicate workforce service delivery.
- **Limited industry sector involvement in the workforce system.** There is a strong willingness between both industry and the public sector to work collaboratively in promoting workforce development within the local area. Yet, more needs to be done in order to formalize and leverage the potential contributions of the industry sector.
- **Need to increase the collaborative efforts between Workforce agencies and other stakeholder organizations.** In order to build a system of workforce services, the AJC network partners need to increase their collaborative efforts in a meaningful way, avoid turfism and look to a collective design of delivery services.
- **Need to strengthen communication between workforce partners.** Despite the availability of high quality programs and a willingness to collaborate, the partner programs sometimes struggle to communicate in a timely fashion in order to coordinate programming and avoid duplication of efforts. This is especially true at the front-line service-delivery level.
- **Absence of a common intake form and intake procedures.** The lack of a common intake results in a duplication of efforts and is indicative of the previously mentioned lack of communication that currently exists between programs.
- **Common terminology for key workforce development terms.** Another source of weakness that disrupts communication and understanding necessary for an effective, efficient statewide workforce strategy is the lack of common terminology across workforce programs.

Regional Capacity

Each area of economic concentration has the capacity to meet the needs of employers and provide opportunities for job seekers, especially those with barriers to employment.

6. Describe the strategic vision of the lead and partnering local board to support regional economic growth and economic self-sufficiency. This must include goals:

Greater Nebraska delivers coordinated, proactive, responsive and adaptable services for job seekers and employers to maximize opportunities for earning, learning, and living.

Primary to this vision are three guiding principles.

1. The strategies are coordinated, with partners working collaboratively, sharing information, and aligning policies across programs to ensure efficiency and enhanced access.
2. The strategies are proactive, anticipating future needs and opportunities.
3. The strategies are responsive and adaptable, continuously improving to meet the changing needs of job seekers and employers.

In support of Nebraska’s vision for a coordinated, proactive, responsive and adaptable approach to workforce development, this plan identifies four goals to prepare an educated and skilled workforce that meets the needs of employers. These four goals articulate a coordinated approach and seek to establish an economic climate that serves employers, workers and those communities where these stakeholders operate and work.

- describe a coordinated approach to establishes a one-stop delivery system that serves employers, job seekers, and the communities where they operate and work;
- respond to the identified capacity gaps and weaknesses within Greater Nebraska’s workforce development system as described in the Combined State Plan;
- build upon the strengths of the partnering programs;
- meet present and anticipated challenges and labor needs; and
- account for the unique workforce characteristics within Greater Nebraska.

Goal 1

Greater Nebraska will enhance coordination between plan partners and other key workforce development system stakeholders to ensure job seekers and employers are provided coordinated and seamless services, reduce duplication of effort, and maximize the resources among the state’s workforce development system partners.

Strategy 1.1. Development of common intake procedures. The local area will work closely with the State and plan partners to explore, develop, test and refine common intake procedures that integrate the intake process across plan partner programs. The local area will work with plan partners to leverage common processes and eliminate unnecessary steps or actions. The effort to establish a common intake will increase coordination between the plan partners with the goal of better meeting the workforce needs of common customers. This effort will help to identify what information is currently being collected and what should be shared to improve the delivery of services. Privacy laws will be regularly analyzed and observed throughout this process to ensure the protection of program participants in compliance with Federal laws.

Strategy 1.2. Development and alignment of terminology across programs. The establishment of common terminology across programs is not only essential to a common intake, but it is also necessary to foster greater coordination among the partner programs at all stages of the service-delivery spectrum. The local area will continue to work with the State and local partners to achieve this goal.

Strategy 1.3. Coordination of resources. To successfully serve workforce customers, the local area must strategically align and utilize all of its resources in order to effectively reach all customers with appropriate levels of service and support. Development of a shared employment plan will incorporate coordination of resources on an individual level. A significant portion of this strategy will take place throughout the Memorandum of Understanding process.

Strategy 1.4. Technological integration. The alignment of data systems will be necessary to foster data sharing in order to provide the real-time data necessary to initiate appropriate services, assess service

delivery, complete WIOA common reporting requirements, and the complete subsequent program refinements necessary for continuous project improvement.

Strategy 1.5. Development of policies around common subject matter in order to define protocol and provide guidance across plan partner programs. Given the enhanced level of coordination to occur, policies will be developed that specify clear courses of actions, set clear expectations, guide decision-making and support outcomes. Policy coordination will occur among partners and other local areas.

Strategy 1.6. Collaborative assessment of systems to ensure continuous improvement. As part of a coordinated approach to workforce development, the plan partners will meet regularly for planning purposes, information sharing, resource coordination and continuous workforce system improvement. Leveraging what each partner brings to the system will be key in promoting continuous improvement. Using data generated by the plan partners' individual data systems, the partners will assess progress, identify trends and gaps (negative or positive), and determine what, if any, additional strategies are necessary.

Strategy 1.7. Coordination with other local area and regional partners in order to further strengthen workforce system alignment and coordination across the State. This will include coordination with the American Job Centers, eligible training providers and workforce programs to enhance service to employers and job seekers, especially those who face barriers to employment, individuals with low literacy and individuals with disabilities.

Goal 2

Greater Nebraska will increase workforce participation by expanding access to assessment, education, training, and employment services and other workforce development activities that prepare job seekers, including individuals who are experiencing barriers to employment and other populations, for occupations that provide family-sustaining wages.

Strategy 2.1. Sector strategies will be developed and implemented. The local area is working to develop a replicable framework for supporting the implementation of industry sector strategies within the region. Strategies will focus on manufacturing, health care, and information technology, industries that are essential to the economic vitality of the region's communities, support and strengthen businesses within the region, and offer employment opportunities to residents (with priority on Veterans, low-income individuals, English Language Learners, single parents, farmworkers, in-school and out-of-school youth, the unemployed and other disadvantaged populations).

Strategy 2.2. Promotion of "H3" jobs. The local area will use the H3 website (H3.ne.gov) to provide information to students, unemployed and underemployed individuals, and new workers on high-wage, high-skill and high-demand (H3) jobs in Nebraska.

Strategy 2.3. Development of Career Pathways. Nebraska's Career Education Model organizes careers into six career fields covering 16 career clusters. This model, which is driven by Nebraska Department of Education, Career Technical Education (CTE), provides a framework and associated resources for students, educators, parents, adults, employers and workforce development agencies to support career development. Ongoing development and integration of this tool across the plan partners' programs will occur to help ensure Nebraska's future workforce possesses the skills, training and knowledge sought by employers.

Strategy 2.4. Fostered alignment of education, credentialing and placement. Nebraska's plan to increase workforce participation involves multiple strategies, including sector strategies and career pathways. Alignment of these resources with other resources that support workforce entry will be addressed through active collaboration. This specifically includes new and emerging workforce needs,

such as those presented by rapidly growing industries, regional demand, population dynamics and other factors. Coordination will include ongoing identification of workforce needs and opportunities, alignment of education and training options (and resources that promote their accessibility), and the defining of workforce requirements.

Strategy 2.5. Working closely with the State and other WIOA-designated regions to assess and refine the delivery of services in order to establish a service delivery model that is: responsive to the needs of job seekers and employers; accessible, given the unique challenges faced by residents within the area; capable of fully leveraging the resources available at the local, state, and federal levels; and coordinating with other public and private workforce entities to maximize impact.

Goal 3

Greater Nebraska will enhance employer engagement through industry sector partnership initiatives, guided by workforce and industry data to support identification of future industry needs, opportunities for collaboration among industry sector employers, and identify potential workforce disruptions.

Strategy 3.1. Develop industry sector strategies for employers to collaborate with system partners.

The local and regional plan needs to ensure that the limited resources available for education, training and career development are closely aligned with the industry sectors that are essential to the state's existing and emerging occupations. Partners in Nebraska's workforce system must enhance their ability to engage meaningfully with employers within the industry sectors by ensuring there are effective forums for employers to collaborate with each other and to work with the workforce system's partners. The local area will forge private sector partnerships with employers through state and local human resources associations and industry-specific associations and groups.

Strategy 3.2. Target high skill, high wage, and high demand jobs using labor market intelligence.

Using timely labor market information, employment projections, and information gathered directly from employers to devise strategies that ensure Greater Nebraska businesses have the talent needed to thrive in a global economy. This may include new and customized training options, industry specific assessments, work-based learning opportunities, collaboration with state and local economic development agencies to implement industry sector strategies, and other initiatives that respond to the needs presented in the data and expressed directly by employers.

Strategy 3.3. Promoting career readiness. Skills gaps will be identified on an ongoing basis during the execution of this four-year plan using the Nebraska Career Readiness Standards established by the Nebraska Department of Education, with extensive input from businesses and industries. Addressing these skills gaps will entail identification of the specific skill sets required, inventory of available education and training to address the skill gap; promotion of the required skill sets (cross-referenced to the industries and fields where they are desired) through the H3 website and Nebraska's Career Education Model; and, if necessary, rapid development and deployment of training options that address the skills needed.

Strategy 3.4. Continuous improvement in workforce development strategies in order to better meet the needs of employers in the local area. A variety of data, including performance metrics data, H-1B Visa data, and employer surveys will be analyzed to assess the overall effectiveness of the region's workforce system in meeting the workforce needs of local employers. This process will be initiated to foster continuous improvement.

Strategy 3.5. Expansion of work-based learning opportunities. The plan partners will promote apprenticeships, internships and other work-based learning opportunities as an essential component of a comprehensive approach to workforce development in the local area. Work-based learning offers

potential workers with the opportunity to immerse themselves within a potential career field while also providing invaluable education and training in a particular field.

Strategy 3.6. Targeted outreach to disadvantaged populations such as low-income individuals; individuals with disabilities; ex-offenders; homeless individuals; youth who have aged out of the foster care system; English Language Learners; basic-skills deficient individuals and individuals with low levels of literacy; single parents; farmworkers; those within two years of exhausting lifetime TANF eligibility; and the long-term unemployed. Strategies will be designed to provide employers with an expanded labor pool of talented workers and to provide appropriate education, training and support to those populations that would most benefit from employment in Nebraska's high wage, high skill, high demand industries.

Strategy 3.7. Plan for the impacts of disruptive technology and innovation. In an evolving economy driven by innovation and technology, planning for potential workforce changes and disruptions will continue to play a key role in meeting the needs of the area's employers. Education, economic development and the workforce system partners need to proactively promote opportunities and take advantage of these disruptions. The plan partners will strategically utilize available technology, analytics, and labor market information to proactively plan for future workforce, industry, and educational needs within the region.

Strategy 3.8. Increase school careers and workforce professionals' knowledge and exposure to the job opportunities specific to the local area and of Nebraska. Continue to infuse Nebraska's job opportunities in high school and post-secondary career education classrooms and activities. This will include participation in the reVision planning process sponsored by Career Technical Education, collaborating with local schools and post-secondary education to develop enhanced career awareness specific to Nebraska's employers and job opportunities.

Goal 4

Greater Nebraska will promote economic self-sufficiency among Nebraska's job seekers and reduce welfare dependency by increasing postsecondary credential attainment, employment, retention, and earnings to meet the skills requirements of employers and enhance productivity and competitiveness of Nebraska.

Strategy 4.1. Enhanced access to available services. Work collaboratively with regional partners and other state programs throughout the region to strategically serve the needs of low-income individuals and other populations facing barriers to employment within the state. This strategy will include continued development of online resources and identification and dissemination of best practices.

Strategy 4.2. Continued development and dissemination of online resources. The local area will promote online access and the distribution of essential workforce-related information to individuals facing barriers to employment. This will include the development of online information and training of American Job Center staff and other partners within communities throughout the region and local area to utilize the information available online. Access to this information will be a priority. As appropriate, resources will be available in English, Spanish and other languages, and will be accessible to the visually impaired. Cognizant of the technology barriers facing the disadvantaged populations to be served by this plan, information will also be made available in print format.

Strategy 4.3. Promote knowledge transfers across partner programs to help facilitate referrals. This will include training of plan partner staff on services across programs administered by workforce system partners. Further supporting this strategy will be the development of cross-training materials that can be used by plan partners during orientation of new hires and the development of a protocol for referrals between plan partners. This strategy includes continuing our SNAP Next Step partnership and program expansion.

- a. **for preparing an educated and skilled workforce (including youth and individuals with barriers to employment); and**

Educated & Skilled Workforce

Regional goals fosters alignment of education, credentialing, and job placement (2.4), promotes career readiness (3.3), targets outreach to disadvantaged populations (3.6), and increases school career and workforce professionals’ knowledge and exposure to the job opportunities (3.8).

- b. **relating to the performance accountability measures based on the performance indicators described in 20 CFR § 677.155(a)(1).**

Performance Accountability

Each area of economic concentration will work to achieve the negotiated performance goals set for the Greater Nebraska Workforce Development Area. The goals for program years 2018 and 2019 are detailed in the table below:

Negotiated Performance Measures

Workforce Development Activities (Title 1 of WIOA) – GNWDB

Adult	PY 2018	PY 2019
Employment Q2 after exit	78.0%	78.0%
Employment Q4 after exit	79.0%	79.0%
Median earnings Q2 after exit	\$6,000.00	\$6,000.00
Credential Attainment Rate	56.0%	56.0%

Dislocated Worker	PY 2018	PY 2019
Employment Q2 after exit	87.0%	87.0%
Employment Q4 after exit	88.0%	88.0%
Median earnings Q2 after exit	\$7,500.00	\$7,500.00
Credential Attainment Rate	60.0%	60.0%

Youth	PY 2018	PY 2019
Employment or Placement Rate Q2 after exit	78.0%	78.0%
Employment or Placement Rate Q4 after exit	77.0%	77.0%
Credential Attainment Rate	68.0%	68.0%

The strategies and goals outlined in this plan support performance accountability. A few examples include continuous improvement (1.6), coordination with partners (1.7), sector strategies (2.1), promoting H3 jobs (2.2), and targeted outreach to disadvantaged populations.

7. Taking into account the analyses described in items 1 through 5, describe a strategy to work with entities that carry out the core programs and required one-stop partner programs to align resources available to the planning region in order to achieve the strategic vision and goals described in item 6.

Integration of Services

The creation of a common intake will allow universal accesses and link individuals to the entire workforce system. Cooperation, collaboration, and coordination will be key themes in the Greater Nebraska Workforce System. Regional partners will work to create shared employment plans and mutual skill assessments, and to leverage resources. There will be integration of services in the AJC, such as VR and Wagner-Peyer business service staff coordinating services collectively. Workforce system strategies include expanding active outreach to individuals with disabilities, Veterans, youth, English language learners, and other target populations to make them aware of services. The one-stop operator and partners will develop and implement a strategic outreach plan that will include:

- Specific steps to be taken by each partner,
- An outreach plan to the region's human resources professionals,
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need,
- An outreach and recruitment plan for out-of-school youth,
- Sector strategies and career pathways,
- Connections to registered apprenticeships,
- A plan for messaging to internal audiences,
- Clear objectives and expected outcomes, and
- Leveraging of any statewide outreach materials relevant to the region.

Partners will work to co-enroll participants and leverage resources. WIOA Title 1B supportive services, which are not available from many partner programs, will compliment co-enrollments. In the past, supportive services have primary been used for occupational skills training. Moving forward, supportive services can be used for any eligible participant searching for a job.

Each partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures,
- The design and use of common intake, assessment, referral, and case management processes,
- The use of common and/or linked data management systems and data sharing methods, as appropriate,
- Leveraging of resources, including other public agency and non-profit organization services,
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in regularly scheduled partner meetings to exchange information in support of the above and encourage program and staff integration.

In order to facilitate better referrals, the one-stop operator will work with partners across the system to:

- Provide substantive referrals via NEworks or email for customers who are eligible for supplemental and complementary services and benefits under partner programs,
- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the partner's programs represented in the GNWDA American Job Center network,
- Develop materials summarizing their program requirements and make them available for partners and customers,
- Develop and utilize common intake, eligibility determination, assessment, and registration forms,
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys,
- Commit to robust and ongoing communication required for an effective referral process, and
- Commit to actively follow up on the results of referrals and assure that partner resources are being leveraged at an optimal level.

8. Describe regional service strategies established by the lead and partnering local boards, including the use of cooperative service delivery agreements.

Service Strategies

New Services Strategies

The workforce system will work to expand the SNAP pilot to the entire region (currently offered in Grand Island AJC, Hastings, Scottsbluff, North Platte, Columbus and Norfolk career centers) and expand work-based learning, which includes on-the-job training, registered apprenticeships, transitional jobs, customized training, work experience, job shadowing, and pre-apprenticeship, by creating more partnerships with local employers.

Strategies to Integrate Existing Planning Efforts

Nebraska VR, six (6) Grand Island Electrical companies, Greater Nebraska Workforce Development Area and Central Community College (Grand Island) have partnered to provide electrical skill training and work experience. The students will attend a special class that provides hands-on training in electrical. On completion of the course, the students receive a certificate in electrical. The Electrical Companies provide paid employment (part-time or full-time) during the day. The participants must be graduated from high school and either eligible for VR services or WIOA services.

The local area plans to continue to seek and collaborate with partners like Nebraska VR to leverage training activities like the one above.

Connecting with a Re-employment Strategy

All UI claimants are required to participate in Nebraska Re-employment Services. The program, also called NERes, includes one-on-one job coaching and other help for getting back to work. During these sessions, claimants and other voluntary participants are provided information about the WIOA Title 1B program, including work-based learning opportunities.

Strategies for Enhancing Services to Individuals Barriers to Employment and Priority Populations

Disabilities

Efforts to enhance services to individuals with disabilities will rely on the leadership of the rehabilitation services partners, Nebraska Vocational Rehabilitation and Nebraska Commission for the Blind and Visually Impaired. These entities are regional in scope and will be asked to provide staff training,

technical assistance to One-stop Operators in improving services to individuals with disabilities, recommendations and instruction on assistive technology, based on individual needs and working together on outreach plans.

Veterans

NDOL's Veterans Services and County Veterans Services offices will be used to enhance services to veterans and to share the priority of service policy of WIOA Title 1B. NDOL's Veterans Services receive a list of transitioning service members from Nebraska from the Veteran's Administration to provide information on the services available to them.. Online tools such as Hero 2 Hired (<https://h2h.jobs/>) and NEworks (<https://networks.nebraska.gov>) will be utilized to assist with career readiness.

Youth

Services to youth will be enhanced by coordinating services with Nebraska Children and the Department of Health & Human Services' Bridge to Independence (b2i).

Offenders

NDOL currently has four corrections partnerships in Greater Nebraska including the Work Ethic Camp in McCook, Kearney YRTC in Kearney, Lincoln County Detention Center in North Platte and Dawson County Jail in Lexington. NDOL provides the inmates employability skills with expansion of services at some locations being discussed.

Strategies Addressing Geographic Advantages and Disadvantages

The Local Area is made up of 88 primarily rural counties that expand into two time zones. Services in Rural Areas in this chapter addresses geographic disadvantages and strategies. Strategies that can be used to the local areas advantage in servicing a large local area include:

1. Centralized policy making, which is consistent and applicable to the majority of the state;
2. Employer on-the-job contracts are valid in the entire area, which reduces unnecessary paper work;
3. Boundary and territory lines are less important as staff have the ability to service all but five counties in Nebraska;
4. Use of technologies such as NEworks and Skype to communicate with employers and participants;
5. On-line courses provided via Central Community College;
6. Consolidated management team, that also oversees Employment Services, Vets Services, and TRADE; and
7. Memorandums of Understandings (MOUs) with partners that generate almost statewide commitment.

9. Describe the development and implementation of sector initiatives by the lead and partnering local boards for in-demand industry sectors or occupations in the planning region.

Sector Initiatives

The Nebraska Department of Economic Development (DED) currently supports, with the aid of lead and local boards, five Next Generation Sector Partnerships. Next Generation Sector Partnerships are partnerships of businesses, from the same industry and in a shared labor market region, who work with education, workforce, economic development and community organizations to address the workforce and other competitiveness needs of the targeted industry. There are two active manufacturing partnerships in Central and Northeast Nebraska, and over 120 business leaders and public partners working together to creatively problem-solve and grow their industry and region.

Central Area

Tri-Cities (Grand Island, Hastings, Kearney)

The Central Nebraska Manufacturing Partnership officially launched August 17, 2017 with the purpose to:

- Jointly create an agenda that supports the stability and growth of the manufacturing industry in the Central region.
- Commit to coordinated action and implementation of shared, high priority areas by non-profit and public sector and private sector partners.
- Create a forum for the region's manufacturing industry to come together for consistent, high quality connections, networking, information and idea sharing.

Four priority areas for action were identified with several accomplishments to-date:

1. Increasing air and ground transportation options in Central Nebraska

- a. Original Committee Goals: To solicit for direct flights from Grand Island or Kearney to access Chicago and other east coast markets. A second goal was to increase ground transportation options in the region.
- b. Accomplishments to date: Two-letter writing campaigns from manufacturers were conducted to solicit for flights to the region. Eighteen manufacturers submitted letters to the Grand Island Central Regional Airport (CNRA) in the first round and 28 letters were sent to CNRA and the Kearney Regional Airport in the second round. The committee also received a listing of ground transportation options for central Nebraska assembled by public partners. A survey of charter flight needs was also conducted. Based on the work completed, the committee's purpose has been accomplished.

2. Deepening existing and building new partnerships with schools

- a. Original Committee Goals: Build the talent pipeline for diverse career opportunities within manufacturing through building and deepening partnerships with businesses and schools.
- b. Accomplishments to date: A survey was conducted to all the manufacturers and a listing of each company's critical occupations with salary and educational requirements was developed. A one-page summary highlighting these items was created with the intent of sharing with school administrators and counselors the multitude of opportunities available for students in the region. A summary of current school programs was also created by public partners and lists the STEM activities each school in the region is currently engaged in.

3. Increasing Manufacturing training opportunities

- a. Original Committee Goals: Increase opportunities for shared in-house training opportunities across manufacturing businesses. Also, to identify and address skill shortages for specific occupations.
- c. Accomplishments to date: Manufacturers in the partnership were surveyed about their current training strengths and needs. Best practices tours have also been conducted at: the BD Holdrege plant, Career Pathways Institute in Grand Island, Central Community College in Kearney, Chief Industries Fabrication in Grand Island and Thermo King in Hastings.

4. Developing a unified brand for the region

- a. Original Committee Goals: Brand and market the region as a low-cost, excellent education destination for families to relocate and settle in.
- b. Accomplishments to date: This marketing initiative was tabled late 2017, reconsidered and discussed August 2018 but tabled once again.

The partnership has met quarterly since launching in 2017. On February 5th, 2019, a progress meeting was held to review and present on committee work accomplished to-date and to plan partnership next steps.

Current steps for the *Partnering with Schools* committee are to present at administrator and counselor meetings in ESUs in the region and to create a directory of manufacturing partners and their desired methods of interacting with schools (i.e. tours, internships, scholarships etc.). Based on feedback from the ESUs, the committee will determine next steps.

The *Training* committee is in the initial stages of development with plans to grow the group and define areas for collaboration. Next steps include re-surveying partners to determine if prior identified training needs are still relevant and creating a training action plan for the partnership's training coordinators.

As the *Transportation* committee has concluded work, the group discussed forming a new committee and set of initiatives to collaborate on. The group is considering developing a marketing campaign with the focus of improving the image of manufacturing in the region. Although there is considerable interest among manufacturers in this topic, to date no business or public partner has agreed to spearhead the initiative.

The overall convener for the partnership is a representative from the DED and committee conveners include Black Hills Energy and Central Community College. Business Champions include: BD (Holdrege), Royal Engineered Composites (Minden), Chief Fabrication (Grand Island) and Thermo King (Hastings).

Northeast Area

Columbus, Norfolk, O'Neill

On September 27, 2017 a Next Generation Sector Partnership public partner training was held in Columbus. Attendees reviewed key labor market data to understand the primary industries in the region and selected healthcare as the first industry partnership to establish, with manufacturing to follow. A target date of early 2018 was set for the initial partnership launch.

Initial plans were to establish separate sector partnerships in Columbus and Norfolk. However, following the meeting, it was determined creating a combined partnership would best serve the region.

Subsequently, another public partner training was held on February 16, 2018 involving partners from Norfolk, Columbus, West Point, and Schuyler. Based on regional labor market data, manufacturing was selected as the core industry with a Healthcare partnership to follow in the future. Many partners expressed capacity issues in being able to serve as a convener, which resulted in the partnership being slow to develop until leadership was identified.

On October 18, 2018, the manufacturing partnership officially launched with the Columbus Chamber of Commerce, Norfolk Chamber of Commerce and Nebraska Public Power District serving as conveners for the group. Business champions include: AWG Associated Wholesale Grocers, Nucor Steel, Cardinal Health, Duo Lift Manufacturing, and Blazer Manufacturing. A second in-person partnership meeting was held on January 23, 2019 and was attended by 21 business leaders and public partners.

Three focus areas were identified and subsequently defined as committees:

- 1. Improving the image of Manufacturing**

- a. Original Committee Goals: The partnership plans to create an industry-wide marketing campaign targeting youth, parents, educators, and career-changing adults.

2. Talent Pipeline

- a. Original Committee Goals: The partnership will focus on employability skills and will work to increase the number of welders/fabricators, machinists, and maintenance technicians. A survey will be developed and distributed to determine recruiting target audience and methods of engagement.

3. Infrastructure

- a. Original Committee Goals: The third focus area is improving supplier, building, and surface and air infrastructure. Initially, the partnership aimed to increase the availability of freight carriers and 24/7 repair services, advocate for the reduction of red tape for industrial building additions, and support efforts to increase four-lane highway access and air service in the region. This initiative has been tabled for now due to current work being done in the region in this area.

Panhandle Area

Scottsbluff & Sidney

On April 12, 2017, the local area participated in the Next Generation Industry Partnership meeting in Scottsbluff to review labor market data and select the focus industry. Healthcare was selected due to the large number of jobs in the region, impact on the economy, and the creative and innovative industry leaders. The core team met again on August 15, 2017 to discuss progress and next steps. At that meeting, the group determined the Nebraska Rural Health Network was currently serving the purpose of a sector partnership in the healthcare field and a new model was not needed. The core team discussed forming partnerships for the Agriculture or Construction industries, but identified many challenges with establishing critical mass in those sectors. A follow-up meeting was held November 3, 2017 where the final decision was made to put the region on pause until consensus could be reached on the next most viable sector.

On October 2018, DED received a request to establish a manufacturing Next Generation Sector Partnership in Sidney. The request was made on behalf of Western Nebraska Community College and Sidney Economic Development who had convened a group of manufacturers in the city who expressed interest in forming a partnership to tackle workforce shortage challenges. The Department committed to dedicating resources to establish a partnership and encouraged the group to involve manufacturers in the region outside of Sidney. Next steps are pending final confirmation from the community.

Mid-Plains Area

North Platte & McCook

There are currently no sector-based partnerships in this region.

10. Describe how the lead and partnering local boards coordinate transportation and other supportive services.

Transportation & Supportive Services

The vast geographic area of the local area and the lack of public transit in rural areas complicates the ability to meet the needs of employers and job seekers. Where possible the GNWDA provides bus passes and mileage reimbursement to eligible participants to attempt to mitigate this primary barrier. Used for access to training programs as well as employment opportunities, this supportive service addresses the need; however, the limited availability of public transportation can still create a barrier. Other supportive services such as providing work gear, uniforms, health screenings (physicals, vaccinations) and child care are prioritized on an individual participant need basis. Other supportive services less often engaged include license fees reimbursements.

11. Describe how the lead and partnering local boards coordinate services with regional economic development services and providers.

Coordination of Services

Seven Nebraska Department of Economic Development (DED) Field Representatives are working regionally with employers throughout Greater Nebraska to identify business barriers and refer businesses to appropriate resources. Workforce needs are among the top issues employers face, particularly in the rural areas. DED Field Staff have been trained on recruitment, hiring, training, retraining, and retention services available at the local AJCs, career centers and other partner agencies throughout each of the eight Greater Nebraska planning regions.

DED Field Staff work closely with local and regional economic development staff and partner agencies and have longstanding working relationships that can connect existing businesses, as well as startups and business recruitment prospects to the local resources available. Many of these local resources include workforce development and training. Appropriate referrals or collaborations are made to assist businesses with workforce challenges.

Additionally, one field staff member has been designated as the “workforce specialist” to assist with employer needs statewide through direct contact with employers, coordination through other field representatives, and extensive outreach to chambers, economic development organizations, and human resource groups across the state.

Numbers of contacts on workforce needs and business consultations are tracked and reported at each GNWDB meeting.

Through the One-Stop Coordinator, partner agencies business services representatives have been meeting as “Business Services Teams” to work as a single unit developing workforce solutions plans for businesses. These teams are working in Norfolk, Columbus, Grand Island, Hastings, Kearney, North Platte, and the Panhandle (Sidney, Alliance, and Scottsbluff).

12. Describe the agreement established between the lead and partnering local boards regarding how the planning region will collectively negotiate and reach agreement with NDOL on local levels of performance for the performance indicators described in WIOA Sec. 116(c) for local areas or the planning region and report on that performance.

Greater Nebraska will work in complete collaboration with Greater Omaha and Greater Lincoln to collectively negotiate and reach a performance agreement with NDOL.

13. Describe the process used by the local boards to provide a public comment period (no more than 30 days) prior to submission of the plan and modification, including an opportunity for involvement in the development of the regional plan, particularly for representatives of businesses, education, and labor organizations.

Public Comment Process

A public notice was issued in the following newspapers:

Beatrice Daily Sun
200 North Seventh Street
Beatrice, NE 68310
(402) 223-5233
beatrice.legals@beatricedailysun.com

Columbus Telegram
1254 17th Avenue
Columbus, NE
(402) 564-2741
col.clerk@lee.net

Grand Island Independent

422 W. First
 Grand Island, NE
 (308) 382-1000
 legals@theindependent.com

Scottsbluff Star-Herald

1405 Broadway
 Scottsbluff, NE
 (308) 632-9000
 casey.harvey@starherald.com

Hastings Tribune

908 W 2nd
 Hastings, NE
 (402) 462-2131
 legals@hastingstribune.com

Sidney Sun-Telegraph

817 12th Ave
 Sidney, NE 69162
 (308) 254-2818
 legals@suntelegraph.com

North Platte Telegraph

621 N Chestnut St.
 North Platte, NE
 (308) 535-4731
 jmurrish@nptelegraph.com

Kearney Hub

13 E 22nd St
 Kearney, NE
 (308) 233-9707
 legals@kearneyhub.com

Norfolk Daily News

PO Box 977
 Norfolk, NE 68702
 (402) 371-1020
 legals@norfolkdailynews.com

The Board will provide no more than a 30-day period for comment on the plan before its submission to the Governor, beginning on the date on which the proposed plan is made available.

The board will submit any comments that express disagreement with the plan to the Governor along with the plan.

Consistent with WIOA sec. 107(e), the board will make information about the plan available to the public on a regular basis through electronic means and open meetings as the plan is updated.

On May 23, 2019, the GNWDB hosted a public meeting in Nebraska City. The local and regional plan modification were available for comment.

Copies of the proposed plan modification will be made available to the public through the NDOL website and by request.

Regional partners and the public were invited to a public meeting on May 23, 2019 at the Lied Lodge and Conference Center in Nebraska City to discuss the proposed plan allowing for the opportunity for comment by members of the public, including representatives of business, labor organizations, and education.

14. Provide comments submitted during the public comment period that represent disagreement with the plan and modification. If disagreeing public comments are not received, indicate that this is the case.

Public Comment

No public comments were received.

15. The regional plan and modification must include a signature sheet signed and dated by the chairs of the lead and partnering local boards and CEOs of the planning region.

Attachment included on page 74.

Local Plan Elements

1. Describe the one-stop delivery system in the local area, including:

a. the partners and programs that are included in the system;

The American Job Centers (AJC), also known as one-stop centers are designed to provide a full range of assistance to job seekers and businesses under one roof. Established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act, the centers offer a comprehensive array of services designed to match talent with opportunities. The local one-stop system is comprised of full service American Job Centers as well as a network of other service delivery points. There are two (2) comprehensive American Job Centers and twelve (12) Nebraska Department of Labor (NDOL) offices throughout the 88 county region.

The American Job Center network includes six core programs: Title I Adult, Dislocated Worker, and Youth programs; the title II Adult Education and Family Literacy Act (AEFLA) program; the Wagner-Peyser Act Employment Service (ES) program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA; and the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV of WIOA. The American Job Center network also includes other required and additional partners identified in WIOA.

Below is a list of partners in the local area.

<u>Partner Program</u>	<u>Partner Organization</u>
Adult, DLW, & Youth WIOA Programs	Nebraska Department of Labor
Jobs for Veterans' State Grants	Nebraska Department of Labor
Wagner-Peyser Employment Services	Nebraska Department of Labor
Trade Adjustment Assistance	Nebraska Department of Labor
Unemployment Insurance	Nebraska Department of Labor
Adult Education & Adult Secondary Education	Central Community College
Adult Education & Adult Secondary Education	Western Nebraska Community College
Adult Education & Adult Secondary Education	Northeast Community College
Adult Education & Adult Secondary Education	Southeast Community College
Adult Education & Adult Secondary Education	Mid-Plains Community College
Vocational Rehabilitation	Nebraska VR
Commission for the Blind & Visually Impaired	Nebraska Commission for the Blind and Visually Impaired
Senior Community Service Employment Program	National Able Network/ Nebraska Department of Health and Human Services
Temporary Assistance for Needy Families	Nebraska Department of Health and Human Services
Job Corps	CHP International / Pine Ridge Job Corps Center
Migrant and Seasonal Farmworker Programs	Proteus, Inc.
Native American Programs	Indian Center, Inc.
Native American Programs	Little Priest Tribal College

<u>Partner Program</u>	<u>Partner Organization</u>
Career and Technical Education Programs at the Postsecondary Level	Central Community College
Career and Technical Education Programs at the Postsecondary Level	Western Nebraska Community College
Career and Technical Education Programs at the Postsecondary Level	Northeast Community College
Career and Technical Education Programs at the Postsecondary Level	Mid-Plains Community College
Career and Technical Education Programs at the Postsecondary Level	Southeast Community College
Employment and Training Activities Carried Out Under the Community Services Block Grant	Central Nebraska Community Action Partnership, Inc.
Employment and Training Activities Carried Out Under the Community Services Block Grant	Community Action Partnership of Mid Nebraska
Employment and Training Activities Carried Out Under the Community Services Block Grant	Northwest Community Action Partnership
Employment and Training Activities Carried Out Under the Community Services Block Grant	Community Action Partnership of Western Nebraska

b. how the local board will ensure the continuous improvement of service providers in the system and ensure that the providers will meet the employment needs of local employers, workers, and job seekers;

Continuous Improvement

The Board is committed to continuous improvement, as are the workforce partners. Activities the one-stop operator will perform, under the direction of the board, that will promote continuous quality improvement include:

- Joint planning, policy development, and system design processes,
- Effective communication, information sharing, and collaboration with the partners,
- Participation in regularly scheduled partner meetings to exchange information and encourage program and staff integration.

Activities the board will participate in to ensure that service providers are meeting the needs of local employers include:

- Reviewing labor market trends,
- Evaluating workforce system performance measures,
- Reviewing the customer satisfaction surveys,
- Continuing to work with eligible providers and NDOL to identify gaps in available services and opportunities to expand consumer choice.

When services are not meeting the needs of local employers, the board will work with the Administrative Entity to create a corrective action plan.

Activities the board will participate in to ensure that service providers are meeting the needs of local workers and job seekers include:

- Increase co-enrollments in partner programs,
- Reviewing the customer satisfaction surveys,
- Developing and using common intake, assessment, referral, and case management processes.
- Expand work-based learning to improve access to employment that concurrently prepares individuals with the skills needed for employment.

When services are not meeting the needs of local workers and job seekers, the board will work with the Administrative Entity to create a corrective action plan.

c. how the local board will facilitate access to services provided through the one-stop delivery system through the use of technology and other means, including access in remote areas;

Services in Rural Areas

Implementation of strategies for technological integration and coordination with state and regional areas will strengthen communication among workforce system partners and enhance the provision of services to target populations, including those in remote rural areas.

Nebraska Department of Labor/ Employment Services, has partnered with rural libraries to execute job search and skills training programs for library customers throughout the state. Libraries serve as virtual workforce offices featuring content and programs covering topics such as online job search, resume writing and interview preparation.

NDOL’s roles and responsibilities as a partner of this program is to offer in-person, computer-based assistance for computer center users and library staff. This includes, but is not limited to:

- Providing community outreach
- Training library staff in utilizing NEworks
- Providing “How To” materials for library visitors
- Presenting workshops such as resume and interview workshops, creative job search and employer outreach workshops for finding quality candidates on NEworks.
- Providing referrals to the WIOA Title 1B program.

Libraries in the region that have participated in the program include the:

- Scottsbluff Public Library,
- Bridgeport Library,
- Wayne Library,
- Plainview Library,
- West Point Public Library,
- Schuyler Library,
- McCook Public Library,
- Lexington Public Library,
- Goodall City Library,
- Aurora Library,
- Broken Bow Library,
- Central City Library,
- Grand Island Library,
- Hastings Library, and
- Kearney Library

Examples of electronic methods implemented to provide career services and other program services include NDOL's Virtual Services Unit (VSU); NEworks including filing Unemployment Insurance claims and live chat; and ACCESSNebraska.

d. how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188 and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities; and

All facilities are physically accessible, in compliance with ADA standards for accessible design. Reasonable accommodations and modifications are provided to individuals with disabilities when administering assessments.

e. the roles and resource contributions of the one-stop partners.

On-Demand Access & Methods for Coordinated Service Delivery

The AJC network includes six core programs: Title I Adult, Dislocated Worker, and Youth programs; the Title II Adult Education and Family Literacy Act (AEFLA) program; the Wagner-Peyser Act Employment Service (ES) program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA; and the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV of WIOA. The AJC network also includes other required and additional partners identified in WIOA. Through the American Job Centers, these partner programs and their direct service providers ensure businesses and all job seekers—a shared client base across the multiple programs—have access to information and services that lead to positive educational and employment outcomes. Greater Nebraska AJCs and partner staff strive to:

- Provide job seekers with the skills and credentials necessary to secure and advance in employment with wages that sustain themselves and their families;
- Provide access and opportunities to job seekers, including individuals with barriers to employment, as defined in section 3(24) of WIOA, such as individuals with disabilities, individuals who are English language learners, and individuals who have low levels of literacy, to prepare for, obtain, retain, and advance in high-quality jobs and high-demand careers;
- Enable businesses and employers to easily identify and hire skilled workers and access other human resource assistance, including education and training for their current workforce. Examples may include assistance with pre-screening applicants, writing job descriptions, offering rooms for interviewing, consultation services on topics like succession planning and career ladder development, and other forms of assistance.
- Participate in rigorous evaluations that support continuous improvement of AJCs by identifying which strategies work better for different populations; and
- Ensure that high-quality integrated data informs decisions made by policy makers, employers, and job seekers.

The management of the AJC network is the shared responsibility of the local Greater Nebraska Workforce Development Board (GNWDB), the Chief Elected Officials Board (CEOB), the six WIOA core program partners, required one-stop partners and other additional one-stop partners, AJC operators, and service providers. Through the AJC, the one-stop operator carries out the activities described below.

- Facilitates integrated partnerships that seamlessly incorporate services for the common customers served by multiple program partners of the AJC.
- Develops and implements operational policies that reflect an integrated system of performance, communication, and case management

- Uses technology to achieve integration and expanded service offerings.
- Organizes and integrates AJC services by function (rather than by program), when permitted by a program’s authorizing statute and, as appropriate, through coordinating staff communication, capacity building, and training efforts. Functional alignment includes having AJC staff who perform similar tasks serve on relevant functional teams (e.g., skills development teams or business services teams).
- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staff

Coordinated Service Delivery among the One-stop Operator and One-stop Delivery System Partners

The partners of the AJC will make accessibility of basic, individualized, follow up and any other services available through the one-stop delivery system. All services will be made available to those individuals with the greatest barriers to employment, to include individuals with disabilities.

The AJC staff will be trained to provide information about all programs, services, and activities that are available. A referral tracking method will be established by the one stop operator, in collaboration with the partners.

Direct access to the partners will be made available at the AJC through real-time technology via direct linkage, whenever the partner services are not made available on site.

The one stop operator will have the responsibility to organize and coordinate partner staff, to optimize and streamline service delivery efforts. Operational policies that reflect an integrated system of performance, communication, and case management, including uses of technology to achieve integration and expanded service offerings will be created and implemented.

Specific services provided by each partner are listed in each MOU.

2. Describe how the local board will support the strategic vision and goals identified in the state plan for:

Supporting State Plan

The board will continue to align its goals and strategies with those identified in the Combined State Plan and as outlined in question six of the Regional Plan Elements. Success in addressing the number of underemployed workers within the state who earn less than a living wage or must hold two or more jobs in order to earn a living wage; the plight of disadvantaged workers such as low-income individuals, individuals with disabilities, ex-offenders, homeless individuals, youth who have aged out of the foster care system, English Language Learners, individuals with low levels of literacy, single parents, farmworkers, those within two years of exhausting lifetime TANF eligibility, and the long-term unemployed; and the need for a pipeline of workers with the technical skills and work readiness skills desired by employers, including those in industries that will drive the region’s economy well into the future can only be accomplished by a workforce system approach.

- a. preparing an educated and skilled workforce, based on the analyses of regional economic conditions and employer and workforce needs provided in the regional plan; and**

Educated & Skilled Workforce

Regional goals fosters alignment of education, credentialing, and job placement (2.4), promotes career readiness (3.3), targets outreach to disadvantaged populations (3.6), and increases school career and workforce professionals' knowledge and exposure to the job opportunities (3.8).

b. aligning the core programs and other one-stop partner programs, as well as other resources available to the local area.

Core Program Alignment

Regional goals fosters alignment through development of common intake procedures (1.1), development and alignment of terminology across programs (1.2), coordination of resources (1.3), technological integration (1.4), and coordination with other local area and regional partners in order to further strengthen workforce system alignment and coordination across the State (1.7).

3. Describe how the local board will work with the entities carrying out core programs and other one-stop partner programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 USC 2301 et seq.) to support service alignment.

Service Alignment

The one-stop operator will act as “functional leader” in the American Job Centers. As such, they will have the authority to organize partner staff, in order to optimize and streamline service delivery efforts.

Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will, at a minimum:

Manage daily operations, including but not limited to:

- Manage and coordinate partner responsibilities, as defined in the MOU,

Assist the GNWDB in establishing and maintain the AJC network structure. This includes but is not limited to:

- Ensure that State requirements for center certification are met and maintained,
- Ensure that career services such as the ones outlined in WIOA sec. 134(c)(2) are available and accessible,
- Ensure that GNWDB policies are implemented and adhered to,
- Adhere to the provisions outlined in the contract with the GNWDB,
- Reinforce strategic objectives of the GNWDB to Partners, and
- Ensure staff are properly trained by their formal leadership organizations and provided technical assistance, as needed.

Integrate systems and coordinate services for the center and its partners, placing priority on customer service.

- Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts.
- Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team.

- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program.
- The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another, and there is a smooth customer flow to access the array of services available in the workforce center.

Oversee and coordinate partner, program, and AJC network performance. This includes but is not limited to:

- Providing and/or contributing to reports of center activities, as requested by the GNWDB,
- Providing input to the formal leader (partner program official) on the work performance of staff under their purview,
- Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status,
- Identifying and facilitating the timely resolution of complaints, problems, and other issues,
- Collaborating with the GNWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603),
- Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations,
- Evaluating customer satisfaction data and proposed services strategy changes to the GNWDB based on findings.

The one-stop operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the GNWDB. The GNWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

4. Described how the local board will work with entities carrying out the core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

Expanding Access

In order to expand access to employment, training, education, and supportive services, particularly eligible individuals with barriers to employment, the GNWDB will work with its core and non-core partners to ensure that a diverse array of career services, training services, and supportive services exists within the region.

Expanding access to the workforce system goes hand-in-hand with integrating services.

Integration of Services

Creation of a common intake will allow universal accesses and link individuals to the entire workforce system. Cooperation, collaboration, and coordination will be key themes in the Greater Nebraska Workforce System. Regional partners will work to create shared employment plans and mutual skill assessments, and to leverage resources. There will be integration of services in the AJC, such as VR and Wagner-Peyer business service staff coordinating services collectively. Workforce system strategies include expanding active outreach to individuals with disabilities, Veterans, youth, English language

learners, and other target populations to make them aware of services. The one-stop operator and partners will develop and implement a strategic outreach plan that will include:

- Specific steps to be taken by each partner,
- An outreach plan to the region's human resources professionals,
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need,
- An outreach and recruitment plan for out-of-school youth,
- Sector strategies and career pathways,
- Connections to registered apprenticeships,
- A plan for messaging to internal audiences,
- Clear objectives and expected outcomes, and
- Leveraging of any statewide outreach materials relevant to the region.

Partners will work to co-enroll participants and leverage resources. WIOA Title 1B supportive services, which are not available from many partner programs, will complement co-enrollments. In the past, supportive services have primarily been used for occupational skills training. Moving forward, supportive services can be used for any eligible participant searching for a job.

Each partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures,
- The design and use of common intake, assessment, referral, and case management processes,
- The use of common and/or linked data management systems and data sharing methods, as appropriate,
- Leveraging of resources, including other public agency and non-profit organization services,
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in regularly scheduled partner meetings to exchange information in support of the above and encourage program and staff integration.

In order to facilitate better referrals, the one-stop operator will work with partners across the system to:

- Provide substantive referrals via NENetworks or email for customers who are eligible for supplemental and complementary services and benefits under partner programs,
- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the partner's programs represented in the GNWDA American Job Center network,
- Develop materials summarizing their program requirements and make them available for partners and customers,

- Develop and utilize common intake, eligibility determination, assessment, and registration forms,
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys,
- Commit to robust and ongoing communication required for an effective referral process, and
- Commit to actively follow up on the results of referrals and assure that partner resources are being leveraged at an optimal level.

Examples of expanding access are listed below:

Work-Based Learning

The GNWDB has identified the expansion of work-based learning models as a key strategy for improving access to employment that concurrently prepares individuals with the skills needed for employment and addresses business needs. GNWDB will work with businesses, business intermediaries such as the chambers of commerce, and organized labor to develop new work-based learning models in the region’s target industries. Additional commitment to expanding work-based learning (including on-the-job training, registered apprenticeships, transitional jobs, customized training, work experience, job shadowing and pre-apprenticeship) includes a goal for reaching a 35% caseload in the WIOA Title 1B program by June 30, 2021.

This goal will be accomplished by having the administrative entity monitor caseloads. The Administrative Entity will communicate with the service provider and make suggestions.

Department of Corrections Partnership

The local area plans to continue to work with the Department of Corrections, Wagner-Peyer program, and other system partners to expand and coordinate services for individuals recently released from prison.

SNAP Partnership

The local area has created a successful partnership with the Department of Health and Human Service’s Supplemental Nutrition Assistance Program (SNAP) in the Grand Island AJC, Hastings, Scottsbluff, North Platte, Columbus and Norfolk career centers. Participants are co-enrolled jointly by both WIOA Title 1B and SNAP. The goal of the partnership is to decrease dependency and improve the participants’ lives. Many participant’s experience an increase in wages and employee benefits and a reduction in SNAP benefits. In PY18, the partners plan to expand services to Sidney and Lexington.

5. Described how the local board will work with entities carrying out the core programs to facilitate the development of career pathways and co-enrollment in the core programs.

Nebraska’s Career Education Model organizes careers into six career fields covering 16 career clusters. To view the Model and Career Clusters click here [NCE Model and Career Clusters](#). This model, which is driven by Nebraska Department of Education, Career Technical Education (CTE), provides a framework and associated resources for students, educators, parents, adults, employers and workforce development agencies to support career development. Ongoing development and integration of this tool into the AJCs and career centers, especially in the development of employment goals, will help job seekers meet the needs of employers in the region. Shared leadership functions and goals in the AJCS and career centers will encourage co-enrollments and continued development of career pathways. The local area will also continue to leverage partnerships among industry leaders, organized labor, workforce professionals, education and training providers and economic development leaders to develop workforce and career pathways that support economic growth.

6. Described how the local board will work with entities carrying out the core programs to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

Postsecondary Credential

The local partners will work to develop career pathways and industry-valued credentials. Discussions to identify, prioritize and take action to address sector and career pathways issues will be included in the Strategic Planning Committee meetings. Future initiatives include, but are not limited to, the following activities:

- Identifying career pathways that have job advancement opportunities.
- Identifying training providers and educators working to align relevant programs with industry needs
- Incorporating and/or developing apprenticeship programs that align with career pathways
- Leveraging GAP funding for occupational skills training activities
- Identifying stackable credentials in industry sectors while working with employers to develop a pipeline of workers

7. Describe the strategies and services that will be used in the local area to facilitate employer engagement with workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

Employer Engagement

The workforce system in the region will work collectively with the Nebraska Manufacturing Advisory Council (NeMAC), other trade councils, and local employers to identify and address workforce needs. The WOIA Title 1B service provider for Greater Nebraska will conduct business outreach in conjunction with core partners when offering services. The One-Stop Operator will engage with local chambers of commerce and economic groups to identify opportunities to participate in community initiatives.

The local area has actively taken steps to develop industry sector strategies for employers to engage with system partners; details are provided under the Sector Initiatives section.

Goal 3 of this plan is to enhance employer engagement through industry sector partnership initiatives, to better meet employers' workforce needs through industry-driven strategies. These strategies will incorporate the proactive use of available workforce and industry data to help determine future industry needs, potential workforce disruptions, and to ensure the availability of a skilled workforce to drive growth within the state's high-wage, high-skill and high-demand industries and occupations. Strategies include:

Strategy 3.1. Develop industry sector strategies for employers to collaborate with system partners.

Strategy 3.2. Target high skill, high wage, and high demand jobs using labor market information.

Strategy 3.3. Promoting career readiness.

Strategy 3.4. Continuous improvement in workforce development strategies

Strategy 3.5. Expansion of work-based learning opportunities.

Strategy 3.6. Targeted outreach to disadvantaged populations

Strategy 3.7. Plan for the impacts of disruptive technology and innovation.

Strategy 3.8. Increase school careers and workforce professionals' knowledge and exposure to the job opportunities specific to the region and of Nebraska.

The one-stop operator will coordinate these activities. Details as to how the one-stop operator will accomplish this are covered in the Local Plan Elements question three.

8. Describe the strategies and services that will be used in the local area to support a local one-stop delivery system that meets the needs of businesses in the local area.

Business Needs

The local area will engage with businesses and use labor market information to identify needs. Information gathered will be used to support local workforce development activities. During the monthly regional partner meetings, strategies to address needs will be established. The workforce system, not just Wagner-Peyser or WIOA, but the “system” will address needs collectively.

9. Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development.

Economic Development

To better coordinate workforce programs with economic development programs, the GNWDB promotes:

- Staff and board member attendance at Chamber and economic development functions
- Staff and board member attendance at the annual Governor’s Summit on Economic Development
- Economic development updates provided at board meetings
- Relationship building between workforce professionals and economic development professionals

10. Describe the strategies and services that will be used in the local area to strengthen linkages between the local one-stop delivery system and state’s unemployment insurance programs.

Unemployment & the One-Stop Delivery System

Unemployment Insurance (UI) is co-located in the Grand Island American Job Center, Norfolk, Hastings, Scottsbluff and North Platte career centers. UI will continue to be incorporated in programs such as NERes and Rapid Response. Access to file a claim is available at all affiliated-site resource rooms with dedicated computers and a direct phone line in all career centers to connect participants to the UI call center.

Moving forward, the one-stop operator will work with UI to educate staff about the program to help facilitate better customer service. An area of opportunity with UI customers includes ensuring that they are aware of all the avenues available to them through the AJCs and career centers, not just UI services.

All UI claimants are required to participate in Nebraska Re-employment Services. The program, also called NERes, includes one-on-one job coaching and other assistance for getting back to work. During these sessions, claimants and other voluntary participants are provided information about the WIOA Title 1B program, including work-based learning opportunities.

11. Describe the strategies and services that will be used in the local area that may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategies described above in items 7 through 10.

Training Initiatives

1. Data-driven decision making that targets high wage, high skill, high demand jobs.
 - a. The local area will use NEworks.nebraska.gov to provide information to students, unemployed and underemployed individuals, and new workers on high-wage, high-skill and high-demand (H3) jobs in Nebraska.
 - b. Using timely labor market information, employment projections, and information gathered directly from employers will help devise strategies that ensure Nebraska businesses have the talent needed to thrive in a global economy. This may include new and customized training options, industry specific assessments, work-based learning opportunities, collaboration with state and local economic development agencies to implement industry sector strategies, and other initiatives that respond to the needs presented in the data and expressed directly by employers.
2. Promoting career pathways.
 - a. Nebraska's Career Education Model organizes careers into six career fields covering 16 career clusters. This model, which is driven by Nebraska Department of Education, Career Technical Education (CTE), provides a framework and associated resources for students, educators, parents, adults, employers and workforce development agencies to support career development. Ongoing development and integration of this tool across the plan partners' programs will occur to help ensure Nebraska's future workforce possesses the skills, training and knowledge sought by employers.
3. Expansion of work-based learning opportunities.
 - a. The GNWDB has identified the expansion of work-based learning models as a key strategy for improving access to employment that concurrently prepares individuals with the skills needed for employment and addresses business needs. GNWDB will work with businesses, business intermediaries such as the chambers of commerce, and organized labor to develop new work-based learning models in the region's target industries. Additional commitment to expanding work-based learning (including on-the-job training, registered apprenticeships, transitional jobs, customized training, work experience, job shadowing, and pre-apprenticeship) with a goal of reaching a 35% caseload in the WIOA Title 1B program by June 30, 2021.
4. Creating apprenticeship intermediaries to ease employer burden.
 - a. Working with the State apprenticeship program coordinator, local businesses, community colleges, and labor market information, the board will work to promote apprenticeships in the region.
5. Targeting outreach to disadvantaged workers.
 - a. Target populations include low-income individuals, individuals with disabilities, ex-offenders, homeless individuals, youth who have aged out of the foster care system, English Language Learners, basic-skills deficient individuals and individuals with low levels of literacy; single parents, farmworkers, those within two years of exhausting

lifetime TANF eligibility; and the long-term unemployed. Strategies will be designed to provide employers with an expanded labor pool of talented workers and to provide appropriate education, training and support to those populations that would most benefit from employment in Nebraska's high wage, high skill, high demand industries.

- b. The one-stop operator and partners will develop and implement a strategic outreach plan.
6. Develop forums for employers to collaborate with system partners.
 - a. The local area will work with employers to create sector initiatives. Details about how and what has already been done in this category can be found under Sector Initiatives.

12. Describe how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and microenterprise services.

Entrepreneurial Skills Training and Microenterprise Services

Inspiring innovation in the local area requires the development and implementation of programs and strategies that are focused on microenterprise and entrepreneurial training. The one-stop operator, in conjunction with the GNWDB, will coordinate and promote entrepreneurial skills training and microenterprise services through a collaborative approach with the University of Nebraska – Lincoln Center for Entrepreneurship.

The need for entrepreneurial resources and assistance is met through a collaborative approach by providing ongoing entrepreneurial training and assistance throughout the area. Specifically:

- WIOA Title I and Title IV provide assistance for customers to obtain necessary business-building skills for small business operation, as deemed appropriate.
- Nebraska VR and Nebraska Commission for the Blind and Visually Impaired provide ongoing entrepreneurial training.
- Core partnership frontline staff will assess and provide appropriate referrals to the Center for Entrepreneurship when client needs arise.

13. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area.

Adult and Dislocated Worker Activities

Greater Nebraska provides high quality employment and training services to assist job seekers with acquiring in-demand skills to compete for in-demand jobs. There are three types of “career services” available for adults and dislocated workers (DLW) within AJCs and career centers: basic career services, individualized career services, and follow-up services. These services may be provided in any order as sequence of service is not required which provides staff the flexibility to target services to meet the needs of the customer.

Basic Career Services

Anyone may receive basic career services. Staff will:

- Determine eligibility for WIOA Adult and DLW services;

- Provide outreach, intake, and orientation of information and other services available through the one-stop delivery system, including an opportunity to initiate an application for Temporary Assistance for Needy Families assistance and non-assistance benefits and services;
- Conduct an initial assessment of skills including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive service's needs;
- Provide labor exchange services, including job search and placement assistance and career counseling when needed. Information will include in-demand industry sectors and nontraditional employment information on job skills necessary to obtain the vacant jobs listed;
- Referrals to and coordination of activities with other programs and services;
- Provide workforce and labor market employment data, including provision of accurate information relating to local, regional, and national labor market areas;
- Provide performance and program cost information on eligible providers of training services by program and type of providers;
- Present information in usable and understandable formats and languages on local performance accountability measures and any additional performance information relating to the area's one-stop delivery system;
- Provide information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation;
- Present information relating to the availability of supportive services or assistance and appropriate referrals to those services and assistance in a usable and understandable formats. Services and assistance may include child care, child support, medical or child health assistance available through Nebraska's Medicaid program and Children's Health Insurance Program, benefits under Supplemental Nutrition Assistance Program, earned income tax credit, and assistance under a state program for TANF and other supportive services and transportation provided through that program; and
- Assist in establishing eligibility for financial aid assistance for training and education programs not provided under WIOA.

Individualized Career Services

If staff determines that individualized career services are appropriate for an individual to obtain or retain employment, staff will provide the necessary services tailored to each customer's needs. Individualized career services include:

- Comprehensive and specialized assessments of the skill level and service needs of customers;
- Develop an Individual Employment Plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals;
- Group counseling;
- Individual counseling;
- Career planning (e.g. case management);
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services;
- Job readiness preparation that provides basic academic skills, critical thinking skills, digital literacy, and self-management skills, including competencies in utilizing resources;
- Internships and work experiences that are linked to careers, including transitional jobs;
- Workforce preparation activities;
- Financial literacy services;
- Out-of-area job search assistance and relocation assistance; and
- English language acquisition and integrated education and training programs.

Follow-up Services

Greater Nebraska provides follow-up services for adults and dislocated workers who are placed in unsubsidized employment for a minimum of 12 months after the first date of employment.

Greater Nebraska offers all youth participants the opportunity to receive follow-up services that align with their ISS. Follow-up services are provided for a minimum of 12 months unless the participant declines to receive follow-up services or they cannot be located or contacted.

Follow-up services vary by type and intensity as they are based on the individual needs of each participant. Staff will place notes in the participants NEworks case file when following up. If the participant obtains employment, staff will document the job in the participant's record.

Training Services

Greater Nebraska provides both long-term and short-term occupational-skills training (OST). Programs for study are selected from Nebraska's Eligible Training Provider List. Work-based learning, which includes on-the-job training, registered apprenticeships, transitional jobs, customized training, work experience, job shadowing, and pre-apprenticeship, is also available to participants.

Connecting with Special Populations

Adult and DLW programs actively conduct outreach to individuals with barriers to employment.

All facilities are physically accessible, in compliance with ADA standards for accessible design. Reasonable accommodations and modifications are provided to individuals with disabilities when administering assessments.

14. Describe how the local board will coordinate workforce investment activities carried out in the local area with statewide Rapid Response activities.

Rapid Response

The local area shall ensure that:

1. If a local representative becomes aware of a potential layoff or closure, they will notify the State Rapid Response Coordinator, via NDOL.RapidResponse@nebraska.gov.
2. A representative of the dislocated worker program provides program specific information at all onsite meetings.
3. When an onsite meeting cannot be arranged, content for outreach to employees and employers is provided to the Rapid Response Unit.
4. The One-Stop Center or affiliated site will provide additional follow-up with employees when needed.
5. Workshops and career fairs, based on identified affected workforce needs, are coordinated in partnership with the Wagner-Peyser Program.
6. Additional community resources, outside of the mandated partners, are identified.

Timeline

There are three potential timelines that will be followed based on the Rapid Response Services provided to the employer.

1. No Rapid Response Orientation Held

2. Before a Rapid Response Orientation
3. After a Rapid Response Orientation

15. Describe and assess the type and availability of youth workforce investment activities in the local area including activities for youth who are individuals with disabilities, which must include identification of successful models of such activities.

Youth Activities

WIOA outlines a vision for supporting youth and young adults, including youth with disabilities, through an integrated service delivery system. This vision includes high quality services for in-school and out-of-school youth beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training, and culminating with a good job along a career pathway or enrollment in post-secondary education.

Upon enrollment, each youth receives an assessment (CASAS). The results of this assessment will assist in the development of an Individual Service Strategy (ISS). The ISS is the roadmap to achieving measurable and attainable goals and will change over time, as necessary, to meet the needs of young persons. Other assessments may be administered to help identify career interest and strengths.

Training Staff

Services to youth with disabilities should be integrated into all the programs and services the workforce system is providing to youth. Front-line workforce staff can benefit from training that increases their ability to identify and serve youth with disabilities. Ongoing professional staff development addressing youth with disabilities can be an integral part of the WIOA youth service provider capacity building. Possible training opportunities may be available from Nebraska VR.

Universal Design

Many youth have multiple challenges to employment and may need a variety of support and services. The board ensures that the program is universally accessible and that physical, programmatic, and communications access is available to everyone, including persons with disabilities. Universal design is incorporated into the board certification process of each AJC and affiliate site.

Expand Partnerships to Increase Services to Youth with Disabilities

The development of broad youth partnerships can assist in the creation of a seamless array of services to meet the needs of participants. Developing and sustaining partnerships within the community is important if the workforce system is to successfully promote positive education and employment outcomes of youth with disabilities. It is also important to establish and maintain good relationships with employers who are vital to expanding opportunities for youth with disabilities. Staff can be trained to effectively market the business case on why employers should consider hiring youth, including youth with disabilities.

To continue the conversation about what youth with disabilities need to become successful adults, the board will study successful models including Greater Lincoln's YESS (Youth Employment and Support Services) program; Project Everlast; the Hub; and youth components of partner agencies such as VR and Health & Human Services.

Increasing enrollment and improving services to youth with disabilities starts with the following 14 services being made available to youth participants:

Tutoring, study skills training, instruction, and dropout prevention activities

1. Tutoring, study skills training, instruction, and dropout prevention activities that lead to completion of a high school diploma or recognized equivalent includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, or through developed resources and workshops.

Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to: tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

Examples include organizations like Sylvan Learning or Central Community College's Academic Success Center.

Alternative secondary school and dropout recovery services

2. Alternative secondary school and dropout recovery services assist youth who have struggled in traditional secondary education or who have dropped out of school. Both types of services help youth to re-engage in education that leads to the completion of a recognized high school equivalent.

Examples of activities under this program element include:

- Basic education skills training
- Individualized academic instruction
- English as a Second Language training
- Credit recovery
- Counseling and educational plan development

Paid and unpaid work experience

3. Paid and unpaid work experience is a structured learning experience in a workplace and provides opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector.

WIOA identifies four types of work experience opportunities for youth: summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training.

The board has identified pre-apprenticeships as an opportunity for growth and is already taking steps, in conjunction with the State apprenticeship program coordinator, to develop pre-apprenticeship program with employers.

Occupational Skills Training (OST)

4. Occupational Skills Training (OST) is an organized program of study that provides specific skills and leads to proficiency in an occupational field.

Occupational skills training:

- is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth;

- is of sufficient duration to impart the skills needed to meet the occupational goal; and
- leads to the attainment of a recognized postsecondary credential.

OST's are primarily provided through programs at:

- Central Community College,
- Mid-Plains Community College,
- Western Nebraska Community College
- Southeast Community College, and
- Northeast Community College

Education offered concurrently with workforce preparation

5. Education offered concurrently with workforce preparation is an integrated education and training model combining workforce preparation, basic academic skills, and occupational skills. Basic academic skills and hands-on occupational skills training are to be taught within the same period and connected to training in a specific occupation, occupational cluster, or career pathway.

An example of this in Greater Nebraska is the Electrical Training Partnership in Grand Island, sponsored by Nebraska VR. WIOA Title 1B participants are allowed to participate in the program and waive Nebraska VR eligibility requirements. Six (6) Grand Island Electrical companies and Central Community College (Grand Island) have collaborated to provide electrical skill training and work experience. The students attend a special class that provides hands-on training in electrical. On completion of the course, the students receive a certificate in electrical.

Leadership development opportunities

6. Leadership development opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes activities such as:

- Exposure to postsecondary educational possibilities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Organizational and team work training, including team leadership training
- Training in decision-making, including determining priorities and problem solving
- Citizenship training, including life skills training such as parenting and work behavior training
- Civic engagement activities which promote the quality of life in a community
- Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

The local area works with the Nebraska Department of Education, Career Technical Education (CTE), which provides a framework and associated resources for students, educators, parents, adults, employers and workforce development agencies to support career development.

Ongoing development and integration of this tool into the AJCs and affiliate sites, especially in the development of employment goals, helps job seekers meet the needs of employers in the region.

Supportive services

7. Supportive services enable an individual to participate in WIOA activities. These services include, but are not limited to:

- Linkages to community services;
- Assistance with transportation;
- Assistance with child care and dependent care;
- Assistance with housing;
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Legal aid services;
- Referrals to health care;
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training-related applications, tests, and certifications.

Participants can receive up to \$4,000 in supportive services.

Additional supportive services may be available through partner programs such as:

- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance Program

Adult mentoring

8. Adult mentoring is a formal relationship between a youth and an adult mentor with structured activities where the mentor offers guidance, support, and encouragement. TeamMates mentoring can connect participants with sponsors.

Follow-up services

9. Follow-up services are provided following program exit to help ensure youth succeed in employment or education. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Supportive services are available during follow-up services.

All youth participants are offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Comprehensive Guidance and Counseling

10. Comprehensive Guidance and Counseling provides individualized counseling to participants, including drug/ alcohol and mental health counseling. Substance Abuse and Mental Health Services Administration can help individuals needing assistance find facilities for substance abuse/addiction and/or mental health problems at:

<https://findtreatment.samhsa.gov/>

or

1-800-662-4357

Financial literacy education

11. Financial literacy education provides youth with the knowledge and skills they need to achieve long-term financial stability. Financial literacy education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.

The FDIC's new instructor-led Money Smart for Young People series consists of four free individual grade-level curriculum available for immediate download at:

<https://www.fdic.gov/consumers/consumer/moneysmart/young.html>

Entrepreneurial skills training

12. Entrepreneurial skills training provides the basics of starting and operating a small business and develops entrepreneurial skills. This training helps youth develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's ideas.

Examples of approaches to teaching youth entrepreneurial skills include:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
- Enterprise development, which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.
- Experiential programs that provide youth with experience in the day-to-day operation of a business.

The University of Nebraska's EntrepreneurShip Investigation (ESI) is an interactive and comprehensive curriculum project designed for youth, ages 10-19. ESI uses a variety of tools to help participants develop their entrepreneurial skills and find their business niche. Through exciting activities, case studies and current technology, participants are transformed into budding entrepreneurs.

Services that provide labor market information

13. Services that provide labor market information offer employment and labor market information about in-demand industry sectors or occupations. Labor market information also identifies employment

opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings.

Numerous tools and applications are available that are user-friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.

<https://neworks.nebraska.gov>

Postsecondary Preparation and Transition Activities

14. Postsecondary Preparation and Transition Activities help youth prepare for and transition to postsecondary education and training. These services include helping youth explore postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship programs.

Examples of other postsecondary preparation and transition activities include:

- Assisting youth to prepare for SAT/ACT testing
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out the proper financial aid applications and adhering to changing guidelines
- Connecting youth to postsecondary education programs

The program is not required to fund each of the program elements list above.

16. Describe how the local board will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to align strategies, enhance services, and avoid duplication of services.

Secondary and Postsecondary Education Programs

Secondary and postsecondary education programs are strong workforce partners. Community colleges are the primary provider of education and training for the strategies in this plan. The local area will continue to integrate and enhance services. The board will make every effort to support community college proposals for grants. Attempts to integrate services into the proposals will be made. The local area will work with its community colleges to share data that informs the development of new courses, curricular modifications and recruitment efforts. The local area will also sponsor the development of apprenticeship intermediaries in high schools and community colleges. Additionally, the service provider will continue to work with reVision in educating secondary students about future career opportunities.

17. Describe how the local board will coordinate WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.

Transportation & Supportive Services

The vast geographic area of the local area and the lack of public transit in rural areas complicates the ability to meet the needs of employers and job seekers. Where possible, the GNWDA provides bus passes and mileage reimbursement to eligible participants to attempt to mitigate this primary barrier. The expansion of Uber and similar services into rural communities will help address the chronic transportation need. The availability of this supportive service begins to address the need; however, the limited availability of public transportation can still create a barrier. Other supportive services, such as providing

work gear, uniforms, license fees, housing, health screenings (physicals, vaccinations) and child care, are prioritized on an individual participant need basis.

Other organizations that may provide supportive services in the form of rental assistance, transportation, child care, food, and healthcare include:

- TANF
- Community Action Partnerships
- SNAP
- SCSEP
- Job Corps

Needs-related payments (NRPs) provide direct financial assistance to participants while supportive services are payments made directly to vendors or reimbursements to participants. GNWDA only provides needs-related payments to DLWs.

Ideally, using a local shared data system, each of the workforce system partners will know what services are being provided to each participant to ensure there is not a duplication of services and that participants are provided services that enhance their training and employment opportunities.

18. Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system.

Wagner-Peyser

Job seekers accessing services at the AJCs or career centers will be served by a team of staff members who coordinate together with the WIOA Title 1B service provider and Wagner-Peyser staff to deliver services that are collaborative and proactive to meet the needs of the job seeker & businesses. MOU's have been established to define a detailed process among AJC partners. The leadership team for these staff members will continue to meet to maximize the services provided and create an environment of shared service goals.

19. Describe how the local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities provided under WIOA Title II. This description must include how the local board will carry out the review of local adult education service provider applications, consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and 232.

Adult Education

Adult Education is available through the workforce system to provide foundational education and subject matter knowledge. This includes academic and foundation skills, corrections education, GED or high school equivalency diploma, postsecondary preparation, career pathways foundations, work readiness skills, basic literacy, computer literacy, and English-as-a-Second Language instruction. The foundational knowledge imparted through workforce system's education services form a basis that is applicable across a range of industries and occupations. The core partners work with K-12, public and private postsecondary institutions and other education and training providers to connect job seekers with education opportunities aligned to their specific needs.

Assessments are administered by WIOA core partners according to the needs of their clients in order to gauge career interests, measure basic skills, identify specific job competencies, assess English and basic education literacy (i.e., ABE, ESL/GED), evaluate specific functional skills, and determine eligibility for public assistance.

The GNWDB will carry out the review of local applications submitted under WIOA Title II by eligible service providers seeking a grant or contract for the provision of adult education and literacy activities to determine whether such applications are in alignment with the local plan.

No less than 60 days prior to the deadline for Board review, the Adult Education State Director (AE) at the Nebraska Department of Education (NDE) will provide in writing to the Administrative Entity the timeline for receipt of grant proposals at the state level and an expected forwarding date to the local board.

The Board Chair has designated the System Coordination Committee to participate with the Administrative Entity in the review of 100% of the applications. Applications will be reviewed using a rubric developed by the AE State Director. The State Director or an Adult Education representative will meet with, or provide guidance to, the review committee to provide explanation and guidance prior to the review process. Criteria may include coordination strategies, co-enrollment opportunities, projected enrollment by site, and evidence of partnerships with one-stop partners and the One Stop Operator.

The System Coordination Committee will produce a written evaluation for each application indicating whether the application was found to be consistent with the local plan. These evaluations will be provided to the Board Chair for final recommendations to the AE State Director. On behalf of the local Board, the Board Chair will notify the AE State Director in writing of the final recommendations no later than 15 working days after receipt of the applications. NDE will make final determination on all grants from USDOE.

The board will make recommendations to the eligible agency to promote alignment with this plan during MOU negotiations, evaluation of the local workforce delivery system, and as a part of the AJC certification process. As a core partner, AE will be charged with maximizing local and regional community resources to meet the needs of employers and job seekers.

20. Provide copies of executed cooperative agreements, as attachments to the local plan, which define how all local service providers will carry out requirements for integration of and access to the entire set of services available in through local one-stop delivery system. This includes cooperative agreements, as defined in WIOA Sec. 107(d)(11), between the local board or other local entities described in WIOA Sec. 107(a)(11)(B) and the local office of a designated state agency or designated state unit administering WIOA Title IV programs with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

Greater Nebraska does not have any cooperative agreements.

21. Identify the entity responsible for the disbursal of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III), as determined by the CEO or NDOL under WIOA Sec. 107(d)(12)(B)(i).

Grant Recipient

Governor
Attn: Ashley Mathers
600 E. Francis, Suite 9
North Platte, NE 69101
Ndol.greaternebraska@nebraska.gov

22. Describe the competitive process that will be used to award local area subgrants and contracts for WIOA Title I activities.

Program Competitive Process

A competitive process, based on Nebraska Department of Administrative Services procurement policies and procedures, will be and has been used when issuing a request for purchase (RFP). The State follows the same policies and procedures it uses for its non-Federal procurements.

Nebraska’s procurement model contains six phases including procurement types, procurement planning, market research, solicitation and award, contract management and completion and closeout. There are numerous steps involved with each phase. The competitive bidding process is a fourteen-step process outlined below:

- Complete the RFP/ ITB
- Public Notice
- Pre-Bid Conference
- Question and Answer Period
- Final Preparations
- Receipt of Bids
- Bid Opening
- Bid Review
- Distribution of Bids
- Evaluation Process
- Oral Interviews/ Demonstrations
- Best and Final Offer
- Evaluation and Award
- Contract Finalization

23. Describe the local levels of performance negotiated with NDOL, consistent with WIOA Sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where applicable), WIOA Title I service providers, and the local one-stop delivery system.

Negotiated Performance Measures

Workforce Development Activities (Title 1 of WIOA) – GNWDB

Adult	PY 2018	PY 2019
Employment Q2 after exit	78.0%	78.0%
Employment Q4 after exit	79.0%	79.0%
Median earnings Q2 after exit	\$6,000.00	\$6,000.00
Credential Attainment Rate	56.0%	56.0%

Dislocated Worker	PY 2018	PY 2019
Employment Q2 after exit	87.0%	87.0%
Employment Q4 after exit	88.0%	88.0%
Median earnings Q2 after exit	\$7,500.00	\$7,500.00
Credential Attainment Rate	60.0%	60.0%

Youth	PY 2018	PY 2019
Employment or Placement Rate Q2 after exit	78.0%	78.0%
Employment or Placement Rate Q4 after exit	77.0%	77.0%
Credential Attainment Rate	68.0%	68.0%

Service Provider

Employment Goals

Individual Employment Plans (IEP) or Individual Service Strategies (ISS) for youth participants must be:

Specific - Targeting employment, earning, & credential attainment;

Measurable - Directly tied to WIOA Title 1 performance measures;

Achievable - Results are obtainable, given available resources, participant's skill level and desire;

Relevant - Goals are tied to H3 occupations;

Time-related - Results will vary for each participant as goals are based off individual needs. Projected end dates are set for each objective, but can be adjusted to meet the needs of the participant.

Outreach

The service provider will recruit target populations, ensure timely eligibility determination, and provide accessible materials for those with limited English language proficiency.

Leveraging Resources

Leveraging resources is co-enrolling participants when appropriate, working collaboratively with workforce partners, establishing collective employment goals, and synchronize funding from all participating programs.

H3 Jobs

Improve career exploration, optimize consumer choice, and align with market needs by educating participants about high skill, high wage, high demand (H3) jobs.

One-Stop Delivery System

Workforce Partner Collaboration

Uniting workforce partners, establishing a shared skill assessment, common intake, and collective employment goals.

Industry Partner Collaboration

Building partnerships with employers, continually assessing and monitoring their needs, and proactively creating solutions.

Administrative Entity (Fiscal Agent)

Funding

Manage allocated funds, amend budgets, set quarterly training caps, and record expenditures.

Monitor

Review financial reports, demand for services from job seekers & employers, historical performance data, caseloads, and the cost per participant serviced.

Guidance

Provide program guidance, when needed, to stay aligned with performance goals.

24. Describe the actions the local board will take toward becoming or remaining a high-performing local board, consistent with the factors developed by the state board.

High-Performance Board

The Nebraska Workforce Development Board has not established high-performing board criteria. Once the criteria is established, the local board will create an action plan toward becoming or remaining a high-performing board.

25. Describe how training services outlined in WIOA Sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.

Individual Training Accounts

Except in certain cases, listed under Contracting with Training Providers, training services must be funded through an Individual Training Account (ITA) and provided by an eligible training provider.

The youth program cannot fund ITAs for in-school youth (ISY). However, ISY between the ages of 18 and 21 may co-enroll in the adult program, if the individual's needs, knowledge, skills, and interests align with the program and receive training services through an Eligible Training Provider under an ITA funded by the adult program. Use of ITA funds for ISY ages 14 through 17 is strictly prohibited.

Contracting with Training Providers

The board has established a local policy for providing training outside of ITA's. Specific criteria has been established for contracting with training providers that are not part of the ITA process.

Contracts for services may be used instead of ITAs only when one or more of the following five exceptions apply and the local area has fulfilled the consumer choice requirements. Exceptions to ITA's are intended to meet special needs and are used infrequently.

1.	when the services provided are on-the-job training (OJT), customized training, incumbent worker training, or transitional employment;
2.	when the local board determines that there are an insufficient number of eligible training providers in the local area to accomplish the purpose of a system of ITAs;
3.	when the local board determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based organization or another private organization to serve individuals with barriers to employment;
4.	when the local board determines that it would be most appropriate to contract with an institution of higher education or other eligible provider of training services that will facilitate the training of multiple individuals in in-demand industry sectors or occupations, provided that the contract does not limit consumer choice. Providers of training services must be authorized by accrediting or governing authorities to provide training services in Nebraska or to Nebraska residents; or
5.	when the local board is considering entering into a pay-for-performance contract, and the local board ensures the contract is consistent with WIOA requirements on pay-for-performance contracts (see 20 CFR § 683.510).

The Strategic Planning Committee must review all programs before making a recommendation to the GNWDB.

Eligibility

1. Training services may be made available to employed and unemployed adults, dislocated workers and youth after a career planner determines, through an interview, evaluation, or assessment, and career planning, that the individual:
 - a. Is unlikely or unable to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services (adults and dislocated workers);
 - b. Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment (adults and dislocated workers); and
 - c. Has the skills and qualifications to participate successfully in training services.
2. The participant selects a program of training services that is directly linked to one or more in-demand occupations in the local area or planning region or in another area to which the individual is willing to commute or relocation. Selection of training services is conducted in a manner that maximizes consumer choice.
3. The participant is unable to obtain grant assistance from other sources to pay the costs of the program of training services, including sources such as state-funded sources, Trade Adjustment Assistance (TAA), and Pell Grants; or the participant requires WIOA assistance in addition to other sources of grant assistance, including Pell grants.
4. If training services are provided through the adult program, the participant is determined eligible in accordance with the State's policy and local policies and procedures regarding priority of service for adults.

Career Services

There is no requirement that career services be provided as a condition for receipt of training services. However, if career services are not provided before training, the career planner must

document the circumstances that justified the decision to provide training services without first providing the services.

There is no federally required minimum time period for participants to be in career services before receiving training services.

Consumer Choice

Training services must be provided in a manner that maximizes informed consumer choice in a participant's selection of an eligible training provider. The requirements for consumer choice include:

- The local board, through the one-stop center, must make the Eligible Training Provider List (ETPL) available to customers.
- An individual who has been determined eligible for training services may select a program from the ETPL after consultation with a career planner.
- Consultation with a career planner must include:
 - Either an interview, evaluation, or assessment and career planning informed by local labor market information and training provider performance information;
 - Appraisal of the participant's need for training services based on an interview, evaluation, or assessment and career planning informed by local labor market information and training provider performance information or any other career service received; and
 - Documenting the participant's need for training services in the participant's case file.
- There is no requirement that career services be provided as a condition for receipt of training services. However, if career services are not provided before training, the career planner must document the circumstances that justified the decision to provide training services without first providing the consultation with a career planner above.
- Priority consideration must be given to programs that lead to recognized postsecondary credentials and are aligned with in-demand occupations in the local area.
- Unless the program has exhausted training funds for the program year, the career planner must refer the individual to the selected provider and establish an ITA for the individual to pay for training.
- The costs for training services paid through an ITA to a training provider must be funded by out-of-school youth, adult, or dislocated worker program funds, depending on the program in which the participant is enrolled or co-enrolled.
- The local board, through the one-stop center, may coordinate funding for ITAs with funding from other Federal, state, local, or private job training programs or sources to assist the individual in obtaining training services, subject to requirements for coordination of WIOA training funds.
- Training services for eligible individuals are typically provided by training providers who receive payment for their services through an ITA. The ITA is a payment agreement established on behalf of a participant with a training provider. Individuals may select training programs that cost more than the maximum allowed amount for an ITA, if they have other funding sources available to supplement the ITA. Other sources may include: Pell Grants, scholarships, loans, severance pay, Temporary Assistance for Needy Families (TANF), etc. Training services must be provided in a manner that maximizes informed consumer choice.

The WIOA Title I program is not an entitlement program. Continued WIOA Title I funding is not guaranteed, rather based on availability of program funds.

Training Expenses

WIOA funding for training is limited to participants who:

- a) Are unable to obtain grant assistance from other sources to pay the costs of their training;
or
- b) Require funding assistance beyond what was received from other grant sources to pay the cost of their education expenses.

The ITA may cover the costs of training and education fees. The cost of training is the tuition cost and education fees are fees the training provider charges to attend training, such as library fees, lab fees, etc.

Pell grants and other grant sources, with the exception of the GI Bill of VA funding per TEGE 19-16, must be applied first prior to the use of WIOA Title I funds.

Education-related expenses include expenses such as books, tools, school supplies and other necessary items for students enrolled in postsecondary education classes. Supportive services may only be provided to individuals who are participating in career or training services as defined in WIOA secs. 134(c)(2) and (3) and unable to obtain supportive services through other programs providing such services. Supportive services may only be provided when they are necessary to enable individuals to participate in career service or training activities.

- a. Career planners may take into account the full cost of participating in training services, including the cost of supportive services and other appropriate costs.
- b. Career planners must consider the availability of other sources or grants to pay for training costs such as TANF, state-funded training funds, and Federal Pell Grants, so that WIOA funds supplement other funding sources.
- c. A WIOA participant may enroll in WIOA funded training while his/her application for a Pell Grant is pending. The career planner must make arrangements with the training provider and WIOA participant regarding allocation of the Pell Grant, if it is subsequently awarded. In that case, the training provider must reimburse the one-stop center the WIOA funds used to underwrite the training for the amount the Pell Grant covers. Reimbursement is not required from the portion of Pell Grant disbursed to the WIOA participant for education-related expenses.

ITAs can be paid per semester, quarter or term or once for a short-term training.

26. Describe how the local area one-stop center(s) is implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by other one-stop partners.

Integrated Technology

Common Intake

The partners located in the GNWDA partners to develop a common intake system that will be integrated with partner legacy systems.

Co-enrollment

The one-stop operator will develop a process with regional partners for identifying potential opportunities for co-enrollments. WIOA staff and partner programs will continue to become more aligned through shared staff training and regional meetings. The more partners know and understand about each other, the easier it will be to make referrals and ultimately co-enroll.

Co-case Management

When an individual is co-enrolled, a partner will be identified to take the lead. Ideally, the program that provides the most benefit to the participant will take the lead. All program partners involved must come to an agreement. Co-case management notes and activities will be shared via the common intake system. The lead partner must accept the responsibility to keep secondary partners updated and continue to coordinate and leverage services.

Referral & Follow-up

Referrals will be sent via Nebraska's Official Labor Exchange, NEworks. Follow-up will be coordinated with partners if an individual is co-enrolled.

27. Describe the direction given by NDOL and the local board to the one-stop operator to ensure that priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, consistent with WIOA Sec. 134(c)(3)(E) and 20 CFR § 680.600.

Priority of Service

One-stop partner staff must give priority for career services, training, and employment services to Veterans, eligible spouses of Veterans, and non-Veterans who are:

- Recipients of public assistance;
- Other low-income individuals; or
- Individuals who are basic-skills deficient.

WIOA sec. 134(c)(3)(E) states that priority for individualized career services and training services funded with title I adult funds must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient in the local area.

Services to eligible adult participants must be provided in the following order:

First, to Veterans and eligible spouses of Veterans who are:

A. Recipients of public assistance;

- B. Low-income; or
- C. Basic-skills deficient;

Second, to individuals who are not Veterans and eligible spouses of Veterans but are:

- A. Recipients of public assistance;
- B. Low- income; or
- C. Basic-skills deficient;

Third, to Veterans and eligible spouses of Veterans who are not:

- A. Recipients of public assistance;
- B. Low- income; or
- C. Basic-skills deficient

Last, to persons who are not:

- A. Recipients of public assistance;
- B. Low- income; or
- C. Basic-skills deficient.

28. Describe the process used by the local board to provide a public comment period (no more than 30 days) prior to submission of the plan and modification, including an opportunity for involvement in the development of the local plan, particularly for representatives of businesses, education, and labor organizations.

Public Comment Process

A public notice was issued in the following newspapers:

Beatrice Daily Sun
200 North Seventh Street
Beatrice, NE 68310
(402) 223-5233
beatrice.legals@beatricedailysun.com

Norfolk Daily News
PO Box 977
Norfolk, NE 68702
(402) 371-1020
legals@norfolkdailynews.com

Columbus Telegram
1254 17th Avenue
Columbus, NE
(402) 564-2741
col.clerk@lee.net

North Platte Telegraph
621 N Chestnut St.
North Platte, NE
(308) 535-4731
jmurrish@nptelegraph.com

Grand Island Independent
422 W. First
Grand Island, NE
(308) 382-1000
legals@theindependent.com

Scottsbluff Star-Herald
1405 Broadway
Scottsbluff, NE
(308) 632-9000
casey.harvey@starherald.com

Hastings Tribune
908 W 2nd
Hastings, NE
(402) 462-2131
legals@hastingstribune.com

Sidney Sun-Telegraph
817 12th Ave
Sidney, NE 69162
(308) 254-2818
legals@suntelegraph.com

Kearney Hub
13 E 22nd St
Kearney, NE
(308) 233-9707
legals@kearneyhub.com

The Board will provide no more than a 30-day period for comment on the plan before its submission to the Governor, beginning on the date on which the proposed plan is made available.

The board will submit any comments that express disagreement with the plan to the Governor along with the plan.

Consistent with WIOA sec. 107(e), the board will make information about the plan available to the public on a regular basis through electronic means and open meetings as the plan is updated.

On May 23, 2019, the GNWDB hosted a public meeting in Nebraska City. The local and regional plan modification were available for comment.

Copies of the proposed plan modification will be made available to the public through the NDOL website and by request.

Regional partners and the public were invited to a public meeting on May 23, 2019 at the Lied Lodge and Conference Center in Nebraska City to discuss the proposed plan allowing for the opportunity for comment by members of the public, including representatives of business, labor organizations, and education.

29. Provide comments submitted during the public comment period that represent disagreement with the plan or modification. If disagreeing public comments are not received, indicate that this is the case.

Public Comments

No public comments were received.

30. The local plan must include completed WIOA Title I assurances signed and dated by the chair of the local board and CEO.

Attachment included on page 74.

Local Plan Assurances

The assurances described herein highlight specific requirements under the Workforce Innovation and Opportunity Act (WIOA) that apply to the Chief Elected Official identified below (the Grantee) and the Local Workforce Development Board identified below (the Local Board). These assurances are submitted with the agreement and approval of the Grantee and Local Board, based on the signatures of the Grantee and the Chair of the Local Board.

The assurances do not limit in any way the responsibilities of the Grantee or the Local Board. The Grantee and the Local Board are subject to all Federal and state laws, rules, regulations, policies, and procedures. The Grantee and Local Board must ensure that all local area subrecipients comply with and adhere to all Federal and state laws, rules, regulations, policies, and procedures.

By signing the following assurances, the Grantee and the Local Board assure the Nebraska Department of Labor (the "Grantor") that the Grantee, the Local Board, and all local area subrecipients will abide by the following requirements, in addition to all Federal and state laws, rules, regulations, policies, and procedures.

Name of Local Area Greater Nebraska
Printed name of Grantee Pamela Lancaster
Signature of Grantee *Pamela Lancaster*
Date of Grantee's signature 23 May 2019

Name of Local Board Greater Nebraska Workforce Development Board
Printed name of Chair Lisa Wilson
Signature of Chair *Lisa Wilson*
Date of Chair's signature 5/23/2019

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1. Access to Records

The Grantee and the Local Board assure that each will give the U.S. Department of Labor or its representatives and the Nebraska Department of Labor or its representatives access to, and the right to examine, all documents related to the grant agreement.

2. Administration

The Grantee and the Local Board assure that each will fully comply with all Grantor instructions and relating to the administration of funds.

3. Administration and Fiscal Systems

The Grantee and the Local Board assure that each has adequate administrative and fiscal systems necessary to promote effective use of the grant funds, which comply with the provisions for Fiscal Controls by States in Section 184 of the Workforce Innovation and Opportunity Act of 2014 (WIOA), and the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards in 2 CFR Part 200. This includes, but is not limited to, a financial management system that satisfactorily accounts for and documents the receipt and disbursement of WIOA funds, including information pertaining to subgrants and contract awards, obligations, unobligated balances, assets, expenditures, and income. Effective internal controls must be in place to safeguard assets and ensure their proper use (including property location and usage). All source documentation must be maintained to support accounting records that will permit the tracking of funds to a level of expenditure adequate to establish that funds have not been used in a violation of the applicable restrictions on the use of such funds.

4. Audit Resolution File

The Grantee and the Local Board assure that the Local Board will maintain an audit resolution file documenting the disposition of reported questioned costs and corrective actions taken for all findings.

5. Bonding

The Grantee and the Local Board assure that all persons and/or subrecipients who are authorized to receive or deposit WIOA funds, or to issue financial documents, checks, or other instruments of payment for WIOA program costs, are bonded in accordance with Federal and state regulatory requirements for protection against loss.

6. Cash Management

The Grantee and the Local Board assure that no excess cash will be kept on hand; and procedures are in place for maintaining and monitoring the minimum amount of cash on hand necessary to efficiently improve the timing and control of disbursements.

7. Compliance with Nebraska Revised Statutes §§ 4-108 through 4-112 and 48-114

The Grantee and the Local Board assure that all agreements with contractors must include a certification that the contractor has registered with and is using a Federal immigration verification system, as defined in Neb. Rev. Stat. § 4-114, to determine the work eligibility status of all new employees performing services within the State of Nebraska. Upon reasonable notice, the

contractor must provide documentation to the Nebraska Department of Labor proving the contractor is, or was at all times during the term of the contractor's agreement, in compliance with this assurance. If the contractor is an individual or sole proprietorship, the contractor must complete the U.S. Citizenship Attestation Form, accessible on the Nebraska Department of Administrative Services website at das.state.ne.us. If the contractor indicates on such attestation form that he or she is a qualified alien, the contractor must agree to provide to the U.S. Citizenship and Immigration Services the documentation required to verify the contractor's lawful presence in the United States using the Systematic Alien Verification for Entitlements (SAVE) Program. Verification of lawful presence in the United States and qualified alien status must also be established, pursuant to Neb. Rev. Stat. §§ 4-111 and 4-112, if the contractor has applied for public benefits, as defined in Neb. Rev. Stat. § 48-108. The Grantor and the Local Board must ensure that the contractor understands that lawful presence in the United States is required and that the contractor may be disqualified or the contract terminated if such lawful presence cannot be verified.

8. Compliance with WIOA

The Grantee and the Local Board assure that each will fully comply with the requirements of WIOA.

9. Confidentiality

The Grantee and the Local Board assure each will comply with the confidentiality requirements of Section 116(i)(3) of WIOA and Section 444 of the General Education Provisions Act (20 USC § 1232g).

10. Consultation

The Grantee and the Local Board assure that this local plan has been developed in consultation with local elected officials, the business community, the partnering local workforce development board assigned to the Local Board's planning region, labor organizations, and other local area workforce system partners.

11. Expending Funds

The Grantee and the Local Board assure that funds will be spent in accordance with the WIOA and the Wagner-Peyser Act and their respective rules and regulations, all written U.S. Department of Labor guidelines, and all other applicable Federal and state laws, rules, and regulations, and statutes, and all state policies.

12. Governor's Grant Procedures

The Grantee and the Local Board assure that all use of funds allocated to the Grantee and the Local Board will comply with the grant procedures prescribed by the Governor that are necessary to enter into grant agreements for the allocation and payment of funds under WIOA. The procedures and agreements will be provided by the Governor and will specify the requirements, terms, conditions, assurances and certifications and must include, but not be limited to, the following:

a. General Administrative Requirements:

- i. 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
- b. Assurances and Certifications:
 - i. Standard Form 424 B – Assurances - Non-Construction Programs.
 - ii. 29 CFR Part 2 Subpart D – Equal Treatment in Department of Labor Programs for Religious Organizations.
 - iii. 29 CFR Part 31 – Nondiscrimination in Federally Assisted Programs of the Department of Labor.
 - iv. 29 CFR Part 32 – Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance.
 - v. 29 CFR Part 93 – New Restrictions on Lobbying.
 - vi. 2 CFR Part 180 Subparts F, G and H – Suspension and Debarment Actions.
 - vii. 2 CFR Part 182 – Government-Wide Requirements for Drug-Free Workplace (Financial Assistance).

13. Grievances/Complaints

The Grantee and the Local Board assure that each will comply with Federal, state, and local policies and procedures for the handling of grievances and complaints from employees and WIOA Title IB (Adult, Dislocated Worker, and Youth) program participants.

14. Human Trafficking

The Grantee and the Local Board understand that the Grantor may terminate the grant award, without penalty, as a result of actions by the Grantee, the Local Board, Grantee's employees or subrecipients, or local area staff based on noncompliance with the Trafficking Victims Protection Act of 2009, as amended, and as implemented by 2 CFR Part 175.15(b).

15. In-demand Occupations or Industries

The Grantee and the Local Board assure that training provided for WIOA Title IB (Adult, Dislocated Worker, and Youth) program participants will be provided only for those occupations that are directly linked to an in-demand industry sector or occupation in the local area or the planning region, as those terms are defined in Sections 3(23), 3(32), and 3(48) of WIOA, or in another local area or planning region to which a WIOA Title IB (Adult, Dislocated Worker, and Youth) program participant is willing to relocate.

16. Licensing, Taxation, and Insurance

The Grantee and the Local Board assure that each will comply with all Federal, state, or local laws, rules, and regulations governing applicable licensing, taxation, and insurance requirements.

17. Nondiscrimination

The Grantee and the Local Board assure that each will comply with the nondiscrimination and equal opportunity provisions of Section 188 of WIOA, which prohibits discrimination:

- a. on the basis of race, color, or national origin under Title VI of the Civil Rights Act of 1964;
- b. on the basis of age under the Age Discrimination Act of 1975;
- c. on the basis of sex under Title IX of the Education Amendments of 1972; and

- d. on the basis of disability under Section 504 of the Rehabilitation Act of 1973.

The Grantee and the Local Board further assure each will comply with the nondiscrimination and equal opportunity provisions of Section 184 of WIOA, which includes prohibitions against discrimination on the basis of any individual's participation in programs or activities funded or otherwise financially assisted under WIOA, and discrimination on the basis of citizenship status for certain noncitizens.

18. Patent Rights, Copyrights and Rights in Data

The Grantee and the Local Board assure that each understands that NDOL and the U.S. Department of Labor reserve a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal government purposes:

- a. the copyright in and to any work developed under a grant, subgrant, or contract under a grant of subgrant; and
- b. any rights of copyright to which a grantee, subrecipient, or a contractor purchases ownership with grant support.

19. Regional Planning

The Local Board assures that it will participate in regional planning.

20. Reporting

The Grantee assures that it will submit complete, accurate, and timely reports as specified by the Governor.

21. Responsibility Matters

The Grantee and the Local Board assure that each will enforce standards and procedures to ensure against fraud and abuse, including standards and procedures against nepotism, conflicts of interest, lobbying, kickbacks, drug use, political patronage (Hatch Act) and provisions which govern debarment, suspension, and other responsibility matters.

22. Retention of Records

The Grantee and the Local Board assure that each will retain all financial and program records, books of account, and other documents related to the grant agreement for a period of three (3) years after grant closeout. The Grantee and the Local Board also assure that if, prior to the conclusion of the three (3) year retention period, any litigation or an audit has begun, the records, books of account and documents relating to the grant agreement must be maintained until the litigation is complete and audit findings are resolved.

23. Salary and Bonus Limitations

The Grantee and the Local Board assure that funds appropriated under WIOA or prior legislation under the heading "Employment and Training Administration" that are available for expenditure on or after June 15, 2006 will not be used by a recipient or subrecipient of such funds to pay the salary and/or bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of the annual rate of basic pay prescribed for level II of the Executive Schedule (WIOA Sec.

194(15)(A)), except as provided under WIOA Sec. 194(15)(B) which states that the limitation must not apply to vendors providing goods and services as defined in 2 CFR Part 200 Subpart B.

24. Sole-source Procurement

The Grantee and the Local Board assure that, if the one-stop operator for the local area is procured on a sole-source basis, the Grantee and the Local Board have prepared and will maintain documentation concerning the entire process of making the selection.

25. Special Clauses/Provisions

The Grantee and the Local Board assure that each understands that other special assurances or provisions may be required under Federal law or policy, including specific appropriations legislation, WIOA, or subsequent Executive or Congressional mandates.

26. State Energy Conservation Plan

The Grantee and the Local Board assure that each recognizes mandatory standards and policies relating to energy efficiency, which are contained in the State Energy Conservation Plan issued in compliance with the Energy Policy and Conservation Act of 1975. The Grantee and the Local Board each agree to comply with all applicable standards, orders, or requirements issued under § 306 of the Energy Policy and Conservation Act, § 508 of the Clean Water Act, Executive Order 11738, and the Environmental Protection Agency regulations pertaining to contracts, subcontracts, and subgrants in excess of \$100,000 (40 CFR Part 15).

27. Sunshine Provision

The Local Board assures that the public, including individuals with disabilities, has and will have access to minutes of its meetings.

28. Union Organizing

The Grantee and the Local Board assure that no funds received under WIOA will be used to assist, promote, or deter union organizing.

29. Veterans

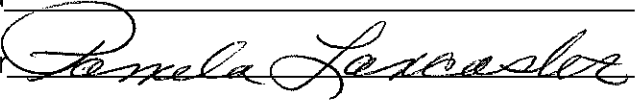

The Grantee and the Local Board assure that use of funds received under WIOA will comply with the Veterans' priority provisions established in the Jobs for Veterans Act.

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Local Plan Signature Sheet

This local plan is submitted with the agreement and approval of the CEO of the Local Workforce Development Area (Local Area) and Local Workforce Development Board (Local Board), as each are identified below, based on the signatures of the:

- CEO of the Local Area; and
- Chair of the Local Board.

Name of Local Area	Greater Nebraska
Printed name of CEO	Pamela Lancaster
Signature of CEO	
Date of CEO's signature	23 May 2019
Name of Local Board	Greater Nebraska Workforce Development Board
Printed name of Chair	Lisa Wilson
Signature of Chair	
Date of Chair's signature	5/23/2019

Regional Plan Signature Sheet

This regional plan is submitted with the agreement and approval of the CEOs of the Lead and Partnering Local Workforce Development Areas (each a Local Area) and Lead and Partnering Local Workforce Development Boards (each a Local Board), as identified below, based on the signatures of the:

- CEO of the Lead Local Area and Chair of the Lead Local Board; and
- CEO of the Partnering Local Area and Chair of the Partnering Local Board.

Name of Lead Local Area Greater Nebraska _____

Printed name of CEO Pamela Lancaster _____

Signature of CEO *Pamela Lancaster* _____

Date of CEO's signature *23 May 2019* _____

Name of Lead Local Board Greater Nebraska Workforce Development Board _____

Printed name of Chair Lisa Wilson _____

Signature of Chair *Lisa Wilson* _____

Date of Chair's signature *5/23/2019* _____

Name of Partnering Local Area _____

Printed name of CEO _____

Signature of CEO _____

Date of CEO's signature _____

Name of Partnering Local Board _____

Printed name of Chair _____

Signature of Chair _____

Date of Chair's signature _____