

Green Jobs and Healthcare Implementation Study

Final Report Appendices

Submitted to:

U.S. Department of Labor
Employment and Training Administration
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APPENDIX A: LIST OF GRANTEES

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Austin Electrical Joint Apprenticeship Training Committee (JATC)	ETP	\$4,842,424.00	2 years	Renewable Electric Power	Arizona, Oklahoma, Kansas, New Mexico, and Texas
Blue Green Alliance	ETP	\$5,000,000.00	2 years	Manufacturing	Minnesota
Broward County Minority Builders Coalition	ETP	\$3,280,656.00	2 years	Solar Photovoltaic, Weatherization	Broward County, FL
California State Labor Management Cooperation Committee for the	ETP	\$5,000,000.00	2 years	Construction and Building Maintenance	Alameda and Los Angeles, CA
Central Vermont Community Action Council, Inc.	ETP	\$4,846,195.00	2 years	Manufacturing, Construction, Recycling, Waste Reduction	Vermont
Community Housing Partners Corporation	ETP	\$3,865,480.00	2 years	Energy Efficient Building, Construction and Retrofit, Energy Efficiency Assessment	Virginia
CWA National Education and Training Trust	ETP	\$3,969,056.00	2 years	Sustainable Manufacturing	Allen, Cuyahoga, Hamilton, Montgomery, Richland, Seneca, Shelby, and Trumbull, Ohio
E.C.I.A. Business Growth, Inc.	ETP	\$2,060,250.00	2 years	Renewable Wind Energy, Energy Efficiency Assessment, Energy Efficiency Construction	Iowa, Minnesota, and Wisconsin
H-CAP, Inc.	ETP	\$4,637,551.00	2 years	Energy Efficient Building, Construction and Retrofit Energy Efficiency Assessment	California, District of Columbia, Maryland, New York, and Washington
Heritage Health Foundation	ETP	\$1,408,601.00	2 years	Deconstruction, Building Resource Recovery, Energy Management, Weatherization Urban Eco-Restoration	Southwestern PA
Institute for Career Development, Inc.	ETP	\$4,658,983.00	2 years	Wind Technicians, Solar Panel Installers, Geothermal Maintenance Workers	Indiana, Ohio, New York, and Pennsylvania
International Training Institute for the Sheet Metal and Air Conditioning Industry	ETP	\$4,995,188.00	2 years	Energy Efficient Building, Construction and Retrofit	Michigan, Ohio, Missouri, Illinois, California, New Mexico, and Texas
Transportation Learning Center	ETP	\$5,000,000.00	2 years	Transportation	Columbus, Ohio, New York City, New Jersey and Utah
Labor's Community Agency, Inc.	ETP	\$3,604,162.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power Energy Efficiency Assessment	Colorado though primarily serving Denver and Colorado Springs

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Memphis Bioworks Foundation	ETP	\$2,931,103.00	2 years	Energy Efficient Building, Construction and Retrofit, Biofuels and Bio-based Processing, Energy Efficiency Assessment	Various counties in Tennessee and Arkansas
Montana Electrical Joint Apprenticeship and Training Council (MEJATC)	ETP	\$5,000,000.00	2 years	Energy Efficient Building, Construction, Renewable Electric Power	Montana
National Ironworkers and Employers Apprenticeship Training and Journeyman Upgrading Fund	ETP	\$1,943,931.00	2 years	Wind Energy	1 city in each of these states: CA, IL, NY, TX, and UT
Northwest Energy Efficiency Council	ETP	\$3,876,171.00	2 years	Energy Efficient Building, Construction and Retrofit, Energy Efficiency Assessment	5 counties in Washington
Ohio Electrical Labor Management Cooperative Committee	ETP	\$4,826,073.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power	Ohio
Oregon Manufacturing Extension Partnership	ETP	\$5,000,000.00	2 years	Renewable Electric Power, Biofuels	counties in Oregon and Washington
SER Metro Detroit, Jobs for Progress, Inc.	ETP	\$4,298,673.00	2 years	Building Construction and Retrofit, Solar, Weatherization, Electrical	Wayne County in Michigan
The Providence Plan	ETP	\$3,720,000.00	2 years	Energy Efficient Building, Construction and Retrofit, Wind-Generated Electric Power	Rhode Island
Thomas Shortman Training Scholarship and Safety Fund	ETP	\$2,802,269.00	2 years	Green Building Operations and Maintenance	New York City
UAW-Labor Employment and Training Corporation	ETP	\$3,200,000.00	2 years	Energy Efficiency, Clean Energy	St. Louis and St. Charles counties in Missouri
Utility Workers Union of America (UWUA), AFL-CIO	ETP	\$4,993,922.00	2 years	Energy Efficiency, Clean Energy	counties in New Jersey, Massachusetts, and California
American Indian Opportunities Industrialization Center	HHG	\$5,000,000.00	3 years	Health Care (Nursing, Allied Health, and Long-Term Care)	4 sites in Hennepin county, Minneapolis, MN
Berea Children's Home	HHG	\$4,927,843.00	3 years	Health Care (Nursing and Long-Term Care)	2 counties in Ohio
BioOhio	HHG	\$5,000,000.00	3 years	Bioscience/Biotechnology and Advanced Manufacturing	19 counties in Ohio
Calhoun Community College	HHG	\$3,470,830.00	3 years	Energy-Efficiency Technology Training (Construction and Related industries)	4 counties in Alabama
Centerstone of Tennessee Inc.	HHG	\$5,000,000.00	3 years	Health Care (Allied Health, Long-Term Care, and Nursing)	5 counties in Tennessee

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Cincinnati State Technical and Community College	HHG	\$4,935,132.00	3 years	Health Care (Nursing, Allied Health, Long-Term Care, and Health Information Technology)	Cincinnati Standard MSA with a focus on Hamilton and Clermont counties
Columbus State Community College	HHG	\$4,605,303.00	3 years	Logistics	8 counties in Ohio
Crowder College	HHG	\$3,576,760.00	3 years	Health Care (Nursing and Allied Health)	9 counties in Missouri
DeKalb Technical College	HHG	\$2,043,859.00	3 years	Health Care (Allied Health)	4 counties in Georgia
Enterprise for Employment and Education	HHG	\$2,373,073.00	3 years	Health Care (Nursing, Long-Term Care, and Allied Health)	3 counties in Oregon
Florence-Darlington Technical College (FDTC)	HHG	\$4,346,351.00	3 years	Electric Power	6 counties in South Carolina
Full Employment Council	HHG	\$4,998,344.00	3 years	Health Care (Nursing, Long-Term Care, and Health Information Technology)	5 counties in Missouri and 3 counties in Kansas
Fulton Montgomery Community College (FMCC)	HHG	\$2,865,657.00	3 years	Health Care (Nursing)	3 counties in New York state
Goodwill Industries Inc., Serving E. Neb and SW Iowa	HHG	\$2,007,846.00	3 years	Insurance and Banking	Omaha Metropolitan Area
Governors State University	HHG	\$4,994,686.00	3 years	Health Care (Nursing, Allied Health, Long-Term Care, and Health Information Technology)	2 counties in the Chicagoland area
Hudson Valley Community College (HVCC)	HHG	\$3,382,200.00	3 years	Biotechnology/Biomanufacturing	4 counties in upstate New York
Indianapolis Private Industry Council Inc.	HHG	\$4,885,812.00	3 years	Health Care (Nursing)	Indianapolis region
Iowa Workforce Development	HHG	\$3,403,164.00	3 years	Health Care (Nursing, Allied Health, Health Information Technology)	4 areas in Iowa, including Des Moines
Ivy Tech Community College of Indiana	HHG	\$5,000,000.00	3 years	Advanced Manufacturing, Transportation Distribution & Logistics, and Information Technology	statewide project encompassing 37 of Indiana's 45 counties
Kern Community College District (KCCD)	HHG	\$2,768,572.00	3 years	Renewable Energy Generation, Transmission and Distribution	3 counties in southern California
Los Rios Community College District	HHG	\$4,988,561.00	3 years	Health Care (Nursing, Allied Health and Health Information Technology)	Greater Sacramento Region
Louisiana Technical College, Greater Acadiana Region 4	HHG	\$4,859,040.00	3 years	Transportation	7 parishes in Louisiana
Macomb Community College	HHG	\$4,971,642.00	3 years	Defense	6 counties in Michigan

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Maine Department of Labor	HHG	\$4,892,213.00	3 years	Health Care (Nursing and Allied Health)	Maine
Maryville University - St. Louis	HHG	\$4,699,354.00	3 years	Health Care (Nursing)	2 counties in Missouri in the St. Louis region
Maysville Community and Technical College	HHG	\$2,007,637.00	3 years	Health Care (Nursing)	A 17 county rural region in northeastern Kentucky
Mid-South Community College	HHG	\$3,391,053.00	3 years	Aviation Technology	12 counties affected in eastern Arkansas
MN State Colleges & Universities DBA Pine Technical College	HHG	\$4,230,950.00	3 years	Health Care (Nursing, Allied Health, and Long-Term Care)	Seven Counties in Minnesota
Mt. San Antonio Community College District	HHG	\$2,239,714.00	3 years	Heating/Air Conditioning and Refrigeration	Cities in Southern California
National Council of La Raza	HHG	\$3,457,516.00	3 years	Health Care (Nursing and Allied Health)	Chicago and Cook County, IL
Nevada Cancer Institute	HHG	\$3,262,676.00	3 years	Health Care (Allied Health and Nursing)	Las Vegas, Clark County, Nevada
North Central Texas College	HHG	\$4,150,005.00	3 years	Health Care (Allied Health and Nursing)	3 counties in North central Texas
Northland Community and Technical College	HHG	\$4,996,844.00	3 years	Unmanned Aircraft Systems (UAS)	State of Minnesota, including 12 counties
Otero Junior College	HHG	\$4,999,350.00	3 years	Health Care (Nursing)	11 rural southern Colorado counties
Passaic County Community College	HHG	\$4,475,041.00	3 years	Health Care (Allied Health and Health Information Technology)	Passaic county, New Jersey
Providence Health Foundation of Providence Hospital	HHG	\$4,953,999.00	3 years	Health Care (Nursing, Allied Health, Long-Term Care, and Health Information Technology)	Greater Washington DC metro area
San Bernardino Community College District	HHG	\$4,260,863.00	3 years	Logistics	Los Angeles County, San Bernardino County, and Riverside County
San Diego State University Research Foundation	HHG	\$4,953,575.00	3 years	Biotechnology	San Diego County in California
San Jacinto Community College District	HHG	\$4,722,919.00	3 years	Petrochemical	5 counties in Texas
San Jose State University Research Foundation	HHG	\$5,000,000.00	3 years	Health Care, Biotechnology	San Francisco Bay Area and Southern California

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Shenandoah Valley Workforce Investment Board Inc. (SVWIB)	HHG	\$4,951,991.00	3 years	Green Technology Manufacturing, Renewable Energy, Efficiency Assessment and Green Construction and Retrofitting	Shenandoah Valley of Virginia including 10 counties
South Arkansas Community College	HHG	\$3,520,612.00	3 years	Health Care (Nursing, Health Information Technology, and Allied Health)	4 counties in Arkansas
South Central College	HHG	\$4,506,101.00	3 years	Health Care (Nursing, Allied Health, and Long-Term Care)	South Central Southeast Minnesota serving 13 counties
Southern University at Shreveport	HHG	\$4,296,308.00	3 years	Health Care (Allied Health and Nursing)	Louisiana
Spanish Speaking Unity Council	HHG	\$3,559,139.00	3 years	Health Care (Allied Health)	City of Oakland, Alameda County
The Community College of Baltimore County (CCBC)	HHG	\$4,928,654.00	3 years	Health Care (Nursing and Allied Health)	Baltimore City and Baltimore County
The Montgomery Institute	HHG	\$4,519,625.00	3 years	Health Care (Nursing)	Rural six county region in east central Mississippi
The University of South Dakota	HHG	\$5,000,000.00	3 years	Health Care (Nursing, Long-Term Care)	South Dakota, Minnesota, Nebraska, Kansas, New Mexico, and Arizona
The University of Texas Medical Branch at Galveston (UTMB)	HHG	\$4,655,799.00	3 years	Health Care (Nursing)	13 counties served by the Gulf Coast Workforce Board and residents in east and southeast Texas
Trident Technical College	HHG	\$2,624,532.00	3 years	Health Care (Nursing and Allied Health)	Charleston, Berkley and Dorchester counties in South Carolina
University Behavioral Associates Inc.	HHG	\$5,000,000.00	3 years	Health Care (Long-Term Care)	Bronx, NY
University of New Hampshire	HHG	\$2,944,732.00	3 years	Health Care (Long-Term Care)	New Hampshire
Workforce Investment Board of Herkimer, Madison and Oneida Counties	HHG	\$2,700,096.00	3 years	Care (Nursing and Health Information Technology)	6 counties in upstate NY
Workforce Training and Education Coordinating Board	HHG	\$5,000,000.00	3 years	Health Care (Allied Health and Long-Term Care)	Washington State
Youth Policy Institute	HHG	\$3,623,473.00	3 years	Energy Efficient Building, Construction and Retrofit, Renewable Energy Generation	East Fernando Valley and Central LA

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Alternative Opportunities, Inc.	POP	\$3,780,816.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power, Biofuels	St. Louis, MO
Better Family Life, Inc.	POP	\$2,109,088.00	2 years	Green Building Construction and Retrofit	St. Louis, MO
Boley Centers, Inc.	POP	\$4,000,000.00	2 years	Energy Efficient Building, Construction and Retrofit, Solar Installation, Bio-Fuel Manufacturing and Distribution, Energy Efficient Assessment, Green Manufacturing, Recycling, Sustainable Agriculture	St. Petersburg, FL
Citrus Levy Marion Regional Workforce Development Board, Inc.	POP	\$4,000,000.00	2 years	Energy Efficient Building, Construction and Retrofit, Energy Efficient Building Maintenance, Deconstruction and Materials Use, Recycling and Waste Reduction, Sustainable Manufacturing	Ocala, FL
City of Minneapolis	POP	\$7,303,634.00	2 years	Energy Efficiency, Biofuels	Minneapolis, MN
CNY Works, Inc.	POP	\$4,728,419.00	2 years	Green Manufacturing and Construction, Weatherization	Syracuse, NY
Community College of Philadelphia	POP	\$4,000,000.00	2 years	Green Building Construction and Retrofit, Energy Efficiency Assessment, Deconstruction and Materials Use, Sustainable Manufacturing	Philadelphia, PA
Consortium for Worker Education	POP	\$3,715,931.00	2 years	Energy Efficient Building, Construction and Retrofit, Environmental Remediation, Renewable Electric Power, Energy Efficiency Assessments, Deconstruction	New York, NY
East Harlem Employment Services, Inc. dba STRIVE	POP	\$2,229,642.00	2 years	Energy Efficient Building, Construction and Retrofit	New York, NY
Eastern Maine Development Corporation	POP	\$4,000,000.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power, Energy Efficiency Assessment	Bangor, ME
Florida State College at Jacksonville	POP	\$2,300,678.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Energy	Jacksonville, FL
Goodwill Industries International	POP	\$3,305,493.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Energy, Energy Efficiency, Green Facilities Management, Advanced Battery Manufacturing	Atlanta, GA; Austin, TX; Charlotte, NC; Grand Rapids, MI; Phoenix, AZ; Washington, DC
Grand Rapids Community College	POP	\$4,000,000.00	2 years	Wind Energy, Recycling	Grand Rapids, MI

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
It's My Community Initiative	POP	\$3,633,195.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power	Northeast Oklahoma City, OK
Jobs for the Future, Inc.	POP	\$2,985,175.00	2 years	Energy Efficient Building,, Construction, and Retrofit, Renewable Electric Power, Energy Efficiency Assessment	Chicago, IL; Detroit, MI; Los Angeles, CA; Milwaukee, WI; Philadelphia, PA
Lehigh Valley Workforce Investment Board, Inc.	POP	\$3,662,403.00	2 years	Green Building Construction and Retrofit	Allentown, PA
Los Angeles Community College District	POP	\$2,308,200.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Energy, Energy Efficiency	Los Angeles Communities of Watts, Willowbrook, and Florence-Graham
MDC, Inc.	POP	\$3,184,428.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Electric Power Deconstruction and Materials Use, Energy Efficiency Assessment	Charlotte, NC; North Charleston, SC; Orangeburg, Calhoun, & Banberg Counties, SC; Wise & Dickenson Counties, VA; Scott County, VA
Mi Casa Resource Center for Women, Inc.	POP	\$4,000,000.00	2 years	Green Construction including Retrofitting, Weatherization, and Energy Auditing	Denver, CO Community of Five Points
Mott Community College	POP	\$3,086,817.00	2 years	Biofuels, Energy Efficiency Assessment, Renewable Electric Power	Flint, MI and adjoining neighborhoods
Moultrie Technical College	POP	\$3,753,579.00	2 years	Building Performance, Energy Efficient Building, Construction, and Retrofit Renewable Electric Power, Deconstruction and Materials Use	Tift County, GA
National Association of Regional Councils	POP	\$2,398,778.00	2 years	Energy Efficiency, Clean Energy	Apache Junction, AZ; Bisbee, AZ; Midland, TX; Odessa, TX; and Dayton, OH
National Council of La Raza	POP	\$4,000,000.00	2 years	Renewable Energy, Efficiency Assessment, Green Building Construction and Retrofitting, Weatherization, Manufacturing, Waste Collection and Remediation	San Jose, CA; San Diego, CA; Chicago, IL
Northern Rural Training & Employment Consortium (NORTEC)	POP	\$4,900,000.00	2 years	Energy Efficient Building, Construction and Retrofit, Renewable Energy Generation	8 Counties in California

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Opportunities Industrialization Centers of America, Inc.	POP	\$7,994,999.00	2 years	Energy-Efficient Building, Construction and Retrofit; Renewable Electric Power; and Biofuels	Asheville, NC; Broward County, FL; and Phoenix, AZ
Pathstone Corporation	POP	\$3,063,839.00	2 years	Deconstruction, Renewable Energy, and Recycling	Rochester, NY; Scranton, PA; Juana Diaz, Santa Isabel, and Villalba, PR; and Arroyo, Coamo, Guayam, and Salinas, PR
Private Industry Council of Westmoreland/Fayette, Incorporated	POP	\$2,732,719.00	2 years	Energy-Efficient Building Industry, Renewable Electric Power Industry, and Energy Efficiency Assessment	Fayette County, PA
Providence Economic Development Partnership	POP	\$8,000,000.00	2 years	Deconstruction, Energy Efficiency and Green Construction	Providence, RI
Roca, Inc.	POP	\$3,000,000.00	2 years	Energy Efficient Building Construction and Retrofit industry; Energy Efficiency Assessment; and Sustainable Manufacturing	Chelsea and Revere, MA
SER - Jobs for Progress of the Texas Gulf Coast, Inc.	POP	\$2,331,278.00	2 years	Energy Efficient Building, Construction and Retrofit; Deconstruction and Materials Use; and Energy Efficiency Assessment	Houston, TX
Southeast Community College Area	POP	\$3,693,530.00	2 years	Energy Efficiency	Lincoln, NE
Southwest Housing Solutions Corporation	POP	\$3,122,554.00	2 years	Energy-Efficient Building Construction, Deconstruction and Material Reuse, Retrofit, Weatherization, Energy-Efficiency Assessment, Agriculture, Forestry, and Landscaping	Detroit, MI
The WorkPlace, Inc.	POP	\$4,000,000.00	2 years	Energy-Efficient Building, Construction, and Retrofit; Renewable Energy Generation	Bridgeport, CT
West Hills Community College District	POP	\$4,000,000.00	2 years	Solar Energy, Water Management, Sustainable Manufacturing, Construction	11 communities in Fresno and Kings Counties, CA
Western Iowa Tech Community College	POP	\$2,489,111.00	2 years	Energy Efficiency and Renewable Energy	Iowa
White Earth Band of Chippewa	POP	\$7,997,936.00	2 years	Energy-Efficient Building, Construction and Retrofit; Energy Efficiency Assessment; and Sustainable Manufacturing	Minnesota

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Workforce Development Council of Seattle King County	POP	\$3,999,459.00	2 years	Deconstruction, Energy Efficient Building and Construction, Green Manufacturing	Seattle, WA
Worksystems, Inc.	POP	\$4,000,000.00	2 years	Energy-Efficient Building, Construction and Retrofit; Renewable Electric Power; Sustainable Manufacturing; Construction; Sustainable Agriculture; Transportation; and Environmental Protection	Portland, OR
Alabama Department of Economic and Community Affairs (ADECA)	SESP	\$6,000,000.00	3 years	Solar Energy	Alabama
Alaska Department of Labor & Workforce Development	SESP	\$3,600,000.00	3 years	Energy Efficiency	Alaska
Arizona Department of Economic Security	SESP	\$6,000,000.00	3 years	Energy Efficient Building, Construction, and Retrofit	Arizona
Arkansas Workforce Investment Board/Department of Workforce Services	SESP	\$4,866,479.00	3 years	Energy Efficient Building, Construction, and Retrofit	Arkansas
Colorado Department of Labor and Employment	SESP	\$5,998,050.00	3 years	Energy Efficient Building, Construction, and Retrofit	Colorado
Commonwealth of Massachusetts, Executive Office of Labor and Workforce Development	SESP	\$5,973,657.00	3 years	Energy Efficient Building, Construction, and Retrofit	Massachusetts
Commonwealth of Pennsylvania, Department of Labor & Industry	SESP	\$6,000,000.00	3 years	Energy Efficiency Assessment	Pennsylvania
Connecticut Employment and Training Commission	SESP	\$3,360,000.00	3 years	Energy-Efficient Building, Construction and Retrofit	Connecticut
Education and Workforce Development Cabinet	SESP	\$4,740,457.00	3 years	Energy Efficient Building, Construction, and Retrofit	Kentucky
Hawaii Department of Labor and Industrial Relations	SESP	\$6,000,000.00	3 years	Energy Efficiency	Hawaii
Idaho Department of Labor	SESP	\$5,991,184.00	3 years	Energy Efficiency	Idaho
Illinois Department of Commerce and Economic Opportunity	SESP	\$6,000,000.00	3 years	Energy Efficient Building, Construction, and Retrofit	Illinois
Indiana Department of Workforce Development	SESP	\$6,000,000.00	3 years	Energy Efficiency	Indiana
Iowa Workforce Development	SESP	\$5,997,000.00	3 years	Renewable Energy	Iowa

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Kansas Department of Commerce	SESP	\$5,999,890.00	3 years	Solar Energy	Kansas
Maryland Department of Labor, Licensing and Regulation	SESP	\$5,793,183.00	3 years	Energy Efficient Building, Construction, and Retrofit	Maryland
Michigan Department of Energy, Labor & Economic Growth	SESP	\$5,819,999.00	3 years	Energy Efficient Building, Construction, and Retrofit	Michigan
Minnesota Department of Employment and Economic Development	SESP	\$6,000,000.00	3 years	Energy Efficient Building, Construction, and Retrofit	Minnesota
Missouri Division of Workforce Development	SESP	\$6,000,000.00	3 years	Wind Energy	Missouri
Nebraska Department of Labor	SESP	\$4,839,511.00	3 years	Energy Efficiency	Nebraska
Nevada Department of Employment, Training and Rehabilitation	SESP	\$6,000,000.00	3 years	Energy Efficiency	Nevada
New Jersey Department of Labor and Workforce Development	SESP	\$6,000,000.00	3 years	Solar Energy	New Jersey
New Mexico Department of Workforce Solutions	SESP	\$5,999,989.00	3 years	Energy Efficiency	New Mexico
North Carolina Department of Commerce, Division of Workforce Development	SESP	\$5,976,512.00	3 years	Renewable Energy	North Carolina
Oregon State of Education (dba) Department of Community Colleges and Workforce	SESP	\$5,383,568.00	3 years	Energy Efficiency	Oregon
South Dakota Department of Labor	SESP	\$2,500,000.00	3 years	Energy Efficient Building, Construction, and Retrofit	South Dakota
State of California/ Employment Development Department	SESP	\$6,000,000.00	3 years	Renewable Energy	California
State of Ohio	SESP	\$6,000,000.00	3 years	Wind Energy	Ohio
State of Oklahoma	SESP	\$6,000,000.00	3 years	Energy Efficiency	Oklahoma
Utah Department of Workforce Services	SESP	\$4,600,000.00	3 years	Energy Efficiency	Utah
Washington State Workforce Training and Education Coordinating Board	SESP	\$5,973,635.00	3 years	Energy Efficient Building, Construction, and Retrofit	Washington

Grantee Name	Grantee Type	Funding Level	Grant Length	Industry(ies) Trained for	Location
Wisconsin Department of Workforce Development	SESP	\$6,000,000.00	3 years	Energy Efficient Building, Construction, and Retrofit	Wisconsin
Workforce West Virginia	SESP	\$6,000,000.00	3 years	Solar Energy	West Virginia
Wyoming Department of Workforce Services	SESP	\$4,495,704.00	3 years	Energy Efficiency	Wyoming

Appendix B: Site Visit Summaries

Pathways out of Poverty

Jobs for the Future, Inc.
Southwest Housing Solutions Corporation
West Hills Community College District
East Harlem Employment Services, Inc. (STRIVE)
Goodwill Industries International
Lehigh Valley Workforce Investment Board, Inc.
Moultrie Technical College
National Association of Regional Councils

Energy Training Partnerships

Central Vermont Community Action Council, Inc.
Memphis Bioworks Foundation
SER Metro Detroit, Jobs for Progress, Inc.
Austin Electrical Joint Apprenticeship Training Committee (JATC)
H-CAP, Inc.
International Transportation Learning Center
Montana Electrical Joint Apprenticeship and Training Council (MEJATC)
UAW-Labor Employment and Training Corporation
Utility Workers Union of America (UWUA), AFL-CIO

State Energy Sector Partnerships

State of California Employment Development Department
Alabama Department of Economic and Community Affairs (ADECA)
Arkansas Workforce Investment Board/Department of Workforce Services
Commonwealth of Massachusetts, Executive Office of Labor and Workforce Development
State of Oklahoma
Minnesota Department of Employment and Economic Development
Washington State Workforce Training and Education Coordinating Board
Wisconsin Department of Workforce Development

Healthcare and High Growth

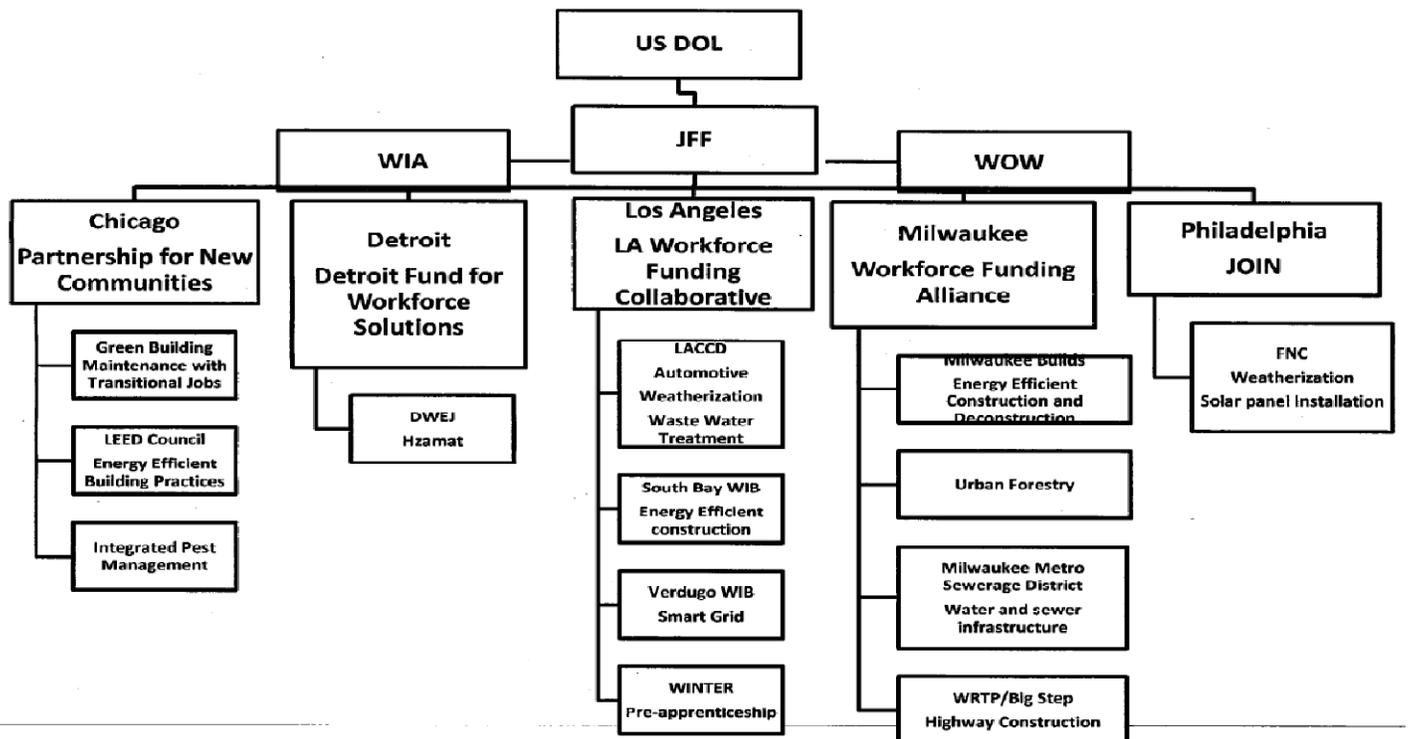
BioOhio
Centerstone of Tennessee, Inc.
Full Employment Council
Indianapolis Private Industry Council, Inc.
Louisiana Technical College, Greater Acadiana Region 4
Macomb Community College
Otero Junior College
Providence Health Foundation of Providence Hospital
San Jose State University Research Foundation
Shenandoah Valley Workforce Investment Board, Inc. (SVWIB)
Workforce Training and Education Coordinating Board

JOBS FOR THE FUTURE PATHWAYS OUT OF POVERTY

1. Introduction

Jobs for the Future (JFF) is a Boston-based national nonprofit organization, grant recipient, and was the lead organization for the Pathways Out of Poverty grant. JFF partnered with two national organizations, the Working for America Institute and Wider Opportunities for Women, to administer, provide technical assistance, and support to programs in Chicago, Detroit, Los Angeles, Milwaukee, and Philadelphia funded by the Pathways Out of Poverty grant. The programs in these five cities each had a local lead organization coordinating the grant, as well as multiple partners that provided training and support services to participants. Within each city, there were multiple training programs that operated along with case management and support services. As a result of this grant structure, there were 13 different training programs under this one Pathways grant—a flow chart illustrating the grant structure follows.

Staff visited JFF staff in Boston and conducted a 2-day site visit to Milwaukee. Staff also interviewed grant administrators from the four other local sites and the two national technical assistance providers via telephone.



2. Program Context

JFF was the implementation partner of the “National Fund for Workforce Solutions” (National Fund), a \$30 million national partnership project in 24 cities. As the implementation partner for the National Fund, JFF provided fiscal management, managed the site selection process, coordinated site support and peer learning, and managed external consultants, research, and evaluation requirements.

National Fund cities had a primary organization that coordinated their funding of education and workforce development initiatives by sector. The funding approach varied by community and industry sector.

When JFF applied for the Pathways grant, it reached out to the National Fund sites that focused on green fields and industries. Of the several sites that expressed interest in collaborating, JFF selected communities that aligned with the priorities set forth in the Solicitation for Grant Applications (SGA). JFF felt the SGA prioritized the building trades, so JFF focused on energy efficient construction and deconstruction, and then expanded to other fields, such as diesel mechanics and urban forestry.

Unemployment rates in all of the cities selected were higher than the national average. When adjusted for the specific Public Micro Data Areas (PUMA), unemployment rates were even higher than reported. Each site and city also reported specific challenges.

Chicago. Unemployment levels ranged from 31 to 34 percent in selected PUMAs. Informants stated that the target population they chose, residents of public housing, had greater barriers to employment, as compared to an average PUMA resident.

Detroit. Unemployment levels ranged from 35 to 42 percent in selected PUMAs. Informants suggested that the local economy became weaker because of a decline in domestic auto-manufacturing after the grant was submitted.

Los Angeles. Although the unemployment rates ranged from 18 to 39 percent in selected PUMAs, informants did not report any contextual challenges.

Milwaukee. The unemployment rate was at 43 percent in the selected PUMA. The targeted public job sector did not receive the infusion of federal funds expected so public hiring did not occur as anticipated. The program placed a larger focus on private employers for job placement.

Philadelphia. Although the unemployment rates ranged from 19 to 29 in the selected PUMA, informants did not report any contextual challenges unique to Philadelphia.

3. Program Description

Each JFF site was managed by a single grantee or agency, although, in some cases the program management and fiscal agent were two separate entities. A “funding collaborative” supported each JFF site. Each funding collaborative consisted of public and private funders with expertise in workforce development, which contributed both additional funding and expertise to the project. In many cases, funding collaboratives provided funding for additional expenses to Pathways Out of Poverty and/or to build the capacity of training providers and other critical partners. The funding collaborative also acted as an impetus for larger, citywide planning around workforce development and sectoral approaches.

Within each site, there were between one and four training programs that varied dramatically in actual training and support services provided. The programs and their delivery structures are described below.

Chicago. Partnership for New Communities (PNC) received funding from JFF, contracted to the Chicago Housing Authority (CHA), and then CHA subcontracted specific training pieces to Heartland Human Care Services and Employers and Employer Services (EES). CHA provided oversight of enrollment and grant compliance, while Partnership for New Communities helped connect CHA to support service providers and assisted with transitional jobs placement. Public housing residents learned about the program through flyers, mailings, and notices about monthly orientations. All program participants were recruited and screened through a standard process, which consisted of written and oral assessments of each participant’s interests, barriers, history, education, a TABE test, and a drug test. Once enrolled in the program, participants were trained in one of three areas: 1) Green Building Maintenance with Transitional Jobs, 2) Energy Efficient Building Practices, and 3) Integrated Pest Management. The Integrated Pest Management program also required a high school diploma due to requirements for state certification. Training lasted from 8 to 10 weeks; a large portion of the training was hands-on and on-the-job. Case management was leveraged through FamilyWorks and EES provided job placement assistance to participants.

Detroit. The Detroit and Southeast Michigan Fund for Innovative Workforce Solutions staffed by the United Way for Southeastern Michigan supported workforce partnerships in hazardous-waste remediation for JFF’s Pathways grant. Detroiters Working for Environmental Justice was contracted to provide training and stackable credentials in environmental remediation, including lead and asbestos abatement, hazardous-waste removal, and safety. The Pathways grant extended existing training. Participants were recruited by traditional means, including word of mouth, flyers, and job fairs. To enter the program, participants had to be 18 years old or older, Detroit residents, pass a reading comprehension test (minimum TABE 7th grade), and be drug free. Training lasted 11 to 12 weeks and consisted of 4 weeks of basic skills training, which included job skills, math, English, and Roots of Success, an environmental literacy program. The training also included a technical component, which consisted of training in construction, weatherization, HAZWOPPER 40, deconstruction training, OSHA 10 certification, First Aid / CPR certification, Phase 1 and Phase 2 site assessment, and weatherization. During

training, participants received support services, including a job coach/mentor who addressed attendance, helped the participants prepare résumés, and worked with probation officers. The participants also received childcare support, bus passes, daily lunch, and drug and alcohol abuse counseling. The program provided job developers to help participants prepare for and be placed in jobs.

Los Angeles. The Los Angeles Area Workforce Funding Collaborative was staffed by the United Way of Greater LA, which aligned support from eight foundations and the California Employment Development Division. The United Way provided funding to four training providers in a variety of training areas. Los Angeles Community College District provided automotive, weatherization, and wastewater treatment training. South Bay Workforce Investment Board (WIB) provided energy efficient construction training. Verdugo WIB provided smart grid training. Women in Non-Traditional Employment Roles (WINTER) provided pre-apprenticeship training and also played a critical role in participant recruitment, assessment, training, placement, case management, support/retention services, English for Speakers of Other Languages, and mentoring. WINTER utilized existing practices and training to recruit and train women. Los Angeles was the only site that did not modify its training program after the grant was awarded.

Milwaukee. The Milwaukee Workforce Funding Alliance was staffed by Urban Strategies, and the City of Milwaukee Community Development Grants Administration was the fiscal agent for the grant. The program funded several organizations: 1) Milwaukee Builds to provide training in energy efficient construction and deconstruction; 2) the Department of Public Works for urban forestry training; 3) Milwaukee Metro Sewerage District for training in water and sewer infrastructure; and 4) WRTP/Big Step for training in highway construction. All of the training programs provided additional support services and job placement. While each training program varied, all training consisted of a large portion of hands-on training inside and outside of the classroom. For example, the urban forestry training lasted 9 months with several months spent in the field working on real projects.

Recruitment for the training programs consisted of multiple partners working together and varied slightly based on the requirements to enter training. For example, participants were recruited through WIA systems, community partners, and flyers. The screening process varied by training program. For example, the urban forestry program required participants to pass a physical climbing test to help ensure their success in the program. Each training program worked individually on job placement; the project also had an overall job placement program. For example, one partner (WRTP-BIG STEP) helped all training programs with job placement and had a temporary-to-permanent employment agency. Participants were hired by the employment agency to work at jobs in which they could demonstrate their work skills and dependability to potential employers. All participants who met eligibility requirements were eligible to receive supportive services, including safety equipment (i.e. prescription safety glasses and safety shoes), childcare, WIA case management, essential skills (a week-long orientation), and financial skills training.

The Urban Forestry Training program was an in-depth and unique program to the Milwaukee site.¹ The program initially started because the City of Milwaukee had developed a strong urban forestry-training program, the Department of Public Works expected to hire large numbers of urban foresters, and there was not a properly skilled workforce available. Because of the Pathways grant, according to informants, the urban forestry training was realized at some level of scale. The urban forestry program required high-level skills, especially in math and science (biology knowledge). As a result, the recruitment and enrollment process for the urban forestry program was more in-depth than for other programs. For example, participants were required to meet basic education requirements, pass an interview process, and pass two physical tests, including a climbing test. Informants stated that as many as 300 people expressed interest in the program, but less than 20 were enrolled in a cohort. The urban forestry program began with a mixture of traditional classroom instruction and fieldwork. Students earned basic certificates, including a Commercial Driver's License (CDL). Upon enrollment, students met with support service providers to help identify available outside resources, and a financial planning coach. Once students finished the classroom component of training and gained a level of comfort working in trees, they began to do projects for the Department of Public Works, which provided real-world experience. During this period of time, employers visited work sites and interviewed students on-site. The program also loaned out students for a day to employers, provided that students were paid for the time, to see whether the student was an appropriate fit for a job. Informants suggested that students often had more than one job offer when they completed the program. In total, participants were enrolled in the urban forestry program for about 9 months, however the time required to complete the program and the completion rates depended on their skill attainment. Students then transitioned to permanent or temporary jobs.

Philadelphia. The Philadelphia grant was staffed by Job Opportunity Investment Network (JOIN). Other partners, in addition to JOIN members, included the WIB and the Federation of Neighborhood Centers. Training was provided to participants in weatherization and solar panel installation. Informants reported that they modified the numbers of trainees after local labor market data suggested that there would be limited growth for weatherization jobs, but policies in neighboring states like Delaware and New Jersey suggested that growth in solar panel installation jobs would increase. Recruitment for the program started at Neighborhood Centers, but targeted advertizing was also essential. For example, the program advertized on buses that ran through particular PUMAs identified in the grant. The program screened potential participants because doing so was critical for both the participants' and the program's success. Screening included TABE testing and individual interviews to assess potential participants' interest and soft skills competencies. Applicants also were required to have a GED or high school diploma and have a driver's license or the ability to get a license. Before the skills training began, participants either took a 9-week literacy class or tested at a high literacy level and continued to receive literacy support during skills training. Informants reported that their literacy training was highly successful: traditional literacy classes result in an increase of 0.5

¹ The site visit to Milwaukee focused on the urban forestry training. Numerous interviews were conducted focusing on various elements of the urban forestry program, including the funding collaborative and other funding mechanisms, recruitment and enrollment, training elements, support services, and job placement. The focus group consisted of randomly selected current and former urban forestry students.

grade levels over 8 weeks, whereas this particular literacy class averaged a 3 grade increase over 9 weeks. After completion of literacy classes, participants entered training, which ranged from 5 to 13 weeks of structured training, with mornings devoted to classroom learning and hands-on work scheduled for afternoons. During the training, participants earned certificates including BPI, NABCEP, lead abatement certificate (from DOE and ETA), and OSHA 10 safety training.

4. Partnerships

JFF had several different categories of partners for its Pathways grant. First, on the national level, Jobs for the Future worked closely with Wider Opportunities for Women (WOW) and the Working for America Institute (WAI). WOW collaborated with JFF to provide technical assistance to each of the training sites to improve recruitment, screening, training, and supportive services for women. The Working for America Institute helped to connect the JFF program sites to unions. A hallmark activity was that representatives from all locations were invited to participate in a training session at the National Labor College for their multi-craft core curriculum.

At each local site, partnerships generally occurred at three levels. Many partnerships predated the grant due to participation in the National Fund for Workforce Solutions. The first level partners were members of the local funding collaborative, which worked on program design, citywide strategy, and aligning funding. Each funding collaborative used a different mechanism to join the partnership. For example, in Milwaukee the funding collaborative had guiding principles, but they were not regulated by a contract or requirements around grant activities. The second level partners were local training providers, support service providers, employers, WIBs, and other organizations that implemented the grant program. The third level was the national one, which included the local sites partnership with JFF, WOW, and WAI.

Any partner that received funding as part of the grant signed a contract or a memorandum of understanding. JFF signed contracts with each lead organization. In some cases, local site partners were selected during the grant application process, while in other cases partners were added once the program had started. For example, the Chicago Housing Authority chose to include numerous parties in their grant application to JFF. Had a funded partner not been included in the grant application, the Chicago Housing Authority would have had to run a competitive process to acquire a good or service, according to internal organizational policies, which would have delayed the project's implementation.

5. Program Management and Sustainability

Funding allocations and program management were multi-tiered in this grant. The Department of Labor (DOL) funded Jobs for the Future, which funded a lead organization in a local funding collaborative, which then funded training and services providers locally.

The reporting structure consisted of each lead organization collecting data from their local service and/or training providers and then entering their information into the RAD system. They provided qualitative and quantitative reporting to JFF to report to DOL.

Informants noted strengths, benefits, and challenges to this structure. First and foremost, local sites reported the technical support and expertise of JFF, WOW, and WAI, as a resource that helped strengthen programming. Second, local sites also reported that the peer learning communities organized by JFF were useful tools for staff development and program implementation. They felt that these forums provided a strong understanding of the activities of each site and that the sites could leverage lessons learned and effective practices from other sites. Lastly, local sites reported that the benefit of a national grantee with local coordinating agents (i.e. funding collaboratives) acting as administrators took a burden off program implementers. For example, four of the five sites requested modifications; however, JFF assumed a large portion of the administrative responsibility for these requests. (Sites noted that each individual site modification request was bundled with other site modification requests, which slowed the modification process, which in turn delayed implementation.)

In addition to the organizational structure's benefits, informants also noted some challenges. For example, numerous individuals noted delays in local activities due to the multiple levels of organizations engaged in the project. Informants noted that it took about 1 month to get an award letter, and between 2 and 6 months to get contracts signed. In retrospect, informants cited the green jobs innovation fund model (a 3-year grant starting with a 6-month planning period and concluding with 6 months of retraining) as more beneficial for program implementation.

Each individual site brought extensive resources and funding to the table, in part due to the National Fund for Workforce Solutions. In general, each funding collaborative brought the funders' expertise, as well as additional resources. For example, in Milwaukee, the funding collaborative provided capacity building grants to organizations with substantial responsibilities in the grant. This funding helped build infrastructure and curriculum at selected organizations. Funding collaboratives also worked to align workforce development initiatives within their cities. For example, in Philadelphia, Chicago, and Detroit, funding collaborative staff worked with other grantees in the cities to ensure that there was not unnecessary overlap in trainings or duplication of services. They were aware of the multiple funding streams coming to the community and took inventory of what was the best use of the funds. For example, Detroit staff stated that they received three DOL ARRA grants and that they were careful to make sure multiple trainings did not address the same sector unless the sector could support the projected number of job placements. The Detroit site, accordingly, requested a modification to move away from deconstruction to HAZMAT training.

JFF, local sites, and training programs reported varying levels of sustainability. First, JFF received a green jobs innovation fund grant and some sites planned to continue through that funding source. For example, the green job innovation fund program in Philadelphia planned to use many of the same partners and build off the work in the Pathways Out of Poverty grant.

Milwaukee and Philadelphia also intended to continue to be National Fund for Workforce Solutions sites and receive technical support from JFF. Second, sites reported generating funds to continue programming in different ways. For example, the Detroit Workers for Environmental Justice and LA's WINTER suggested that they would continue the programming with other funding, using curriculum created prior to the grant. Other sites, such as Milwaukee's Urban Forestry program looked at ways to institutionalize the program, by integrating it into a Job Corps Center or generating fee-for-service revenue.

6. Best Practice and Lessons Learned

Overall, JFF aimed to serve 1,130 people. JFF expected 90 percent of participants to complete the program and an 80 percent unsubsidized job placement rate. At the time of the visit, the overall enrollment goal had almost been met. Individual sites, however, reported that they were struggling to meet job placement rates and that job placement rates were dramatically lower than those of previous programs, which they attributed to the poor economy.

Sites sought to improve program outcomes by shifting training based on new labor market information. For example, in Chicago, the training program initially focused on providing skills for jobs in energy efficiency. Information from the Joyce Foundation, Chicago Jobs Council, and the Chicago WIB released after the grant application was submitted, but before the project was implemented, suggested that growth in energy efficiency jobs would be less than originally projected. Further, local policies around bed bug infestations suggested that Integrated Pest Management would see increased job growth. After reviewing this information, the Chicago site put in a grant modification to add training programs that would provide skills in industries with projected growth, as did three other cities.

Fiscal spending was behind schedule. Informants noted that the multiple layers and invoice requirements primarily caused the delay. Local sites often went 6 months without receiving reimbursement for expenses incurred. JFF hosted webinars to assist local finance staff with invoicing requirements and reimbursement procedures, including the requirement that fiscal reports be submitted 5 days after the end of each month.

Individual sites instituted various strategies to manage program outcomes. Milwaukee Urban Strategies reviewed data on a monthly basis to ensure its quality and accuracy. The site also had a policy in place that financial requests would not be processed until data and narrative reports were submitted. Staff in Chicago reviewed data on a weekly basis, but partners also talked about data during monthly meetings and made programmatic adjustments as needed (i.e. add additional students to a training program to achieve goals). Staff in Philadelphia did all of this and took data management even further. Using an additional data management system (Efforts to Outcomes), staff were able to access information in real-time and adjust services for participants accordingly. At monthly management meetings, staff reviewed performance and identified gaps, issues, or any area that was lacking or falling behind. Program goals and outcomes were discussed and included in staff evaluations.

Overall informants identified numerous promising practices and success stories. While many of the practices were applicable across all sites, some were site specific.

Informants also identified some overall challenges to the grant. First, informants suggested that the modification process was time-consuming and delayed necessary programmatic changes. Second, informants reported that it was increasingly difficult to meet job placement and retention goals due to the weak economy. Third, given the multiple layers of the grant and the extensive contracting process, the 2-year grant timeframe was a challenge; they suggested that a 3-year timeframe would have allowed for more program adjustments. Fourth, and finally, numerous informants suggested that the use of PUMAs was a challenge because participants were unaware of the PUMAs in which they lived, which placed a burden on administrators to identify PUMAs and eligibility. Some cities worked with other grant applicants to make sure PUMAs would not be served by multiple grants. If partners in the area did not receive funding, residents in specific PUMAs were excluded from DOL training. Grantees applied to add PUMAs, but grant modification delays slowed their ability to serve the proposed new areas.

Informants provided success stories and best practices at both the national and local level.

- Milwaukee provided basic certificates that were applicable to numerous jobs. For example, all participants in the urban forestry program were eligible for their Commercial Driver's License (CDL). Many urban forestry companies run snowplows in the winter, thus enabling participants to work year-round. A CDL is also transferrable to other jobs making participants more marketable.
- According to informants in Milwaukee, employers valued the strong screening processes completed in the urban forestry program, which saved employers time and money. Small business owners also valued safety-focused training that they could not have provided to employees due to expense and time.
- Informants at numerous sites noted that the collaborative nature of the project required regular meetings with all contract organizations and partners, which allowed for relationships to be built and understandings of each entity. They thought that these relationships would contribute to the program's sustainability.
- Numerous sites reported that their assessment process improved over time. For example, one site suggested that their activities for recruiting women improved after Wider Opportunities for Women provided assistance with the interview tool. Other sites reported developing more advanced interview tools that measured a potential participant's answers and body language. The site reported that body language was often an indicator of interest and long-term success in the program.
- One site suggested that participant retention improved when participants had the same staff member providing training consistently.
- One site suggested that there should be criteria and measurements to identify "real alliances" within partnerships, as they are key to successful outcomes. The informant also recommended that DOL have a philanthropic liaison as the U.S. Department of Housing and Urban Development has.

- Creating a network among organizations that provided a wide range of services to employers and job seekers helped align resources and ensured that services were not unnecessarily duplicated. Informants suggested that addressing issues from a systems perspective, not an individual training perspective, had greater, long-term outcomes for participants and the community.
- Engaging employers in a meaningful way was important. One site noted the importance of bringing employers from a particular sector together to identify what jobs were available, what skills were needed, and which training certificates were meaningful. Employers then were able to participate in training throughout the program, from screening to job placement, and provide feedback.
- The JFF sites had the opportunity to participate in the multi-craft core curriculum training at the National Labor College. Integrating the multi-craft core curriculum and industry recognized standard pre-apprenticeships could be replicated in other programs.

- Some sites provided employers an opportunity to hire a participant on a trial basis or to pay the participant for on-the-job training so the employer could “try out” a potential employee. This helped both employer and participant determine if the job was a good fit.
- Multiple informants suggested that the customized technical assistance from Jobs for the Future and WOW improved the program by addressing the needs of the front line staff, as well as program managers.

SOUTHWEST HOUSING SOLUTIONS PATHWAYS OUT OF POVERTY

1. Introduction

Detroit and the state of Michigan² have experienced high unemployment and poverty rates due to the decline in the automotive industry and related supply companies.

Southwest Housing Solutions (SWHS) is a leader in the planning, development, and management of affordable housing and commercial property in southwest Detroit. SWHS, with a consortium of partners, developed a program to train disadvantaged community members in green industries, as part of the Pathways out of Poverty program.

2. Program Context

The job-training program created by SWHS and its partners under the POP grant was branded as *Detroit Green Works Solutions* (DGWS). The DGWS program provided training in the areas of energy efficiency, building construction/deconstruction and retro-fitting, forestry, landscaping, and agriculture. The program targeted the long-term unemployed, chronically unemployed, low-income workers, veterans (including homeless veterans), and formerly incarcerated individuals. The education level of the population targeted by SWHS' program was quite low – only about 30 percent of the training participants had a GED or diploma. Most of the participants qualified as long-term unemployed.

In addition to a depressed economic environment, there were other challenges that had an adverse impact on the employment prospects for graduates of the DGWS program. Due to the nature of weatherization and landscaping work, employees must travel to different job sites with their tools on a regular basis. Detroit has a very poor public transportation system and the state of Michigan has highly punitive “driver responsibility fees” for driving offenses and penalties, making it nearly impossible to get a suspended license reinstated. Research by SWHS showed that individuals were 2.5 times more likely to obtain employment with a driver's license. Many participants in the SWHS program lacked driver's licenses, thus they were at a disadvantage in their job search. Additionally, although Detroit received Federal funding for weatherization assistance programs, it was a time-consuming process to get the money through the City Council and out to employers. Cash-flow problems, coupled with tightening credit, made it difficult for smaller employers to come up with the necessary capital to start new weatherization projects and to continue financing current ones. This made it challenging for employers to hire and retain new employees. Thus, there were fewer employment opportunities for program participants than there might have been. Finally, another challenge associated with employment and retention of training program graduates was that landscaping work, as well as construction and de-construction, is seasonal.

² The unemployment rate in June 2011 was 12.5% for Detroit and 10.5% for the entire state of Michigan.

3. Program Description

Outreach. SWHS used several mechanisms for marketing and outreach (i.e., postcards, flyers, posters, etc.) and engaged non-profit/community-based organizations, such as churches, homeless shelters, food kitchens, One-Stop Career Centers, nurseries, and schools to attract applicants. Many applicants also learned about the program by word-of-mouth.

Orientation and Prescreening. SWHS conducted program orientations at its Housing Opportunities Center roughly 3 times per week; each orientation lasted about 1 hour. The participants were asked to bring their social security card, identification, and proof of income and residency. Half of the orientation was devoted to an overview of the training program, and the other half was reserved for completing paperwork.³ After orientation, the individual next completed a physical examination, a drug test, and a WorkKeys assessment. To be eligible to enroll in the training program, individuals were required to score a three or higher in all areas of the WorkKeys test. If they did not, they were referred to remedial education resources and were offered the opportunity to take the test again at a later time. SWHS staff also conducted a criminal background check on each applicant.

Intake and Case Management. After completing the required tests and paperwork, the applicant was referred to a case manager for an intake interview. During this process, the case manager completed an intake interview form, which recorded information about the applicant's demographics, work experience, education and training background, strengths and aptitudes, mental or physical challenges, and barriers to employment. Based on this information, the case manager made the appropriate referrals to supportive services. The case manager also worked with the applicant to complete an Individual Action Plan (IAP) prior to the training start date, which specified the individual's professional and personal goals, identified any barriers to achieving those goals, as well as the tasks/steps required for the participant to realize his or her goal. The IAP was continuously revisited and updated during training and following graduation.

Training. Participants decided to enroll in either the Weatherization/Deconstruction training program offered by HFCC/WARM, or the Landscaping/Forestry training program offered by Greening. The Weatherization/Deconstruction program lasted from 10 to 12 weeks (there was an optional 2-week deconstruction class) and participants earned a number of certificates and certifications.⁴ Weatherization Specialist Program participants received one college credit and were given the option of continuing their training at HFCC after graduation by becoming certified Energy Auditors (BPI/HERS certification). The Landscaping/Forestry program was an 8-week course that resulted in a Landscape Industry Certification, as well as the ACT National

³ Potential participants filled out the following types of documents: enrollment information form, demographic data form, additional information required for supportive services, types of assistance needed, media consent form, criminal background check authorization form, and financial literacy assessment form.

⁴ Participants earned a Weatherization Specialist Program Certificate of Completion, safety certifications (Asbestos Awareness, CPR, First Aid, and Lead-Aware Renovation), the ACT National Career Readiness Certificate, and a Construction Safety and Health course completion card from OSHA and MIOSHA. Those who participated in the 2-week deconstruction class also received a Deconstruction Certification.

Career Readiness Certificate. Both training programs used a combination of classroom and hands-on instruction.

Throughout the training, the participants also took workshops and received ongoing coaching for income support, financial management, and employment. Financial and career coaching following graduation continued to be provided by the Center for Working Families (CWF).

4. Partnerships

The training partners under DGWS were Henry Ford Community College/WARM (HFCC/WARM) and the Greening of Detroit (Greening). WARM is a non-profit organization that provides education to residents and technical assistance to businesses, local governments, and professionals in the areas of energy efficiency, green building, and sustainability. WARM partnered with Henry Ford Community College (HFCC) to provide training programs in energy efficiency, building construction, and retro-fitting. Greening's mission is to improve the quality of life in Detroit by guiding reforestation through tree planting projects and educational programs. Greening provided training in forestry, landscaping, and agriculture for the DGWS program.

SWHS also partnered with employers, unions/apprenticeship training institutes, and the Detroit Workforce Development Department (DWDD) to implement the program and facilitate employment and career advancement opportunities for participants. DWDD was involved in the initial grant application activities and provided in-kind marketing and referral services for the program. The Michigan Laborer's Training and Apprenticeship Institute (MLTAI) representative attended DGWS management meetings, reviewed the training curriculum, and provided MLTAI contacts to students and staff. Interested DGWS graduates were able to apply for MLTAI's pre-apprenticeship training program and received credit and reduced costs for having completed the WARM weatherization training.

Employers provided job opportunities and worked closely with SWHS job development staff to identify and hire DGWS training graduates. The career paths chosen by participants were largely based on employer advisory committee meetings, and employers provided continuous input to SWHS about the types of knowledge, skills, abilities, and certifications that they wanted their employees to have.

5. Program Management and Sustainability

The SWHS and their partner organizations believed that the DGWS program was based on a sustainable design. SWHS anticipated that renewable energy and weatherization needs would continue to increase due to Detroit's aging housing stock, and demand for energy efficient technologies like solar-voltaic panels and geothermal heat pumps would increase, thereby improving the employment prospects and outcomes for individuals completing training programs in these areas. At the time of the site visit, the city of Detroit was building ten new schools, all of which incorporated energy efficient technology. SWHS also received some

funding through the Detroit Regional Workforce Fund for a green jobs development program, which was designed to buffer and extend the goals of the POP grant once the funding ended. Finally, some of the Greening program graduates applied for microloans (up to \$50,000) through the SEEDS organization to start their own business in landscaping.

6. Best Practices and Lessons Learned

According to SWHS management staff, the job placement rate of DGWS participants exceeded 50 percent for recent training graduates, and after 2 years out, it was more than 90 percent. The Greening of Detroit was a major employer of training graduates, since they had several contracts throughout the city. Lowe's, Home Depot, English Gardens, W.H. Cannon, Historical Courtyard and Gardens, Vet Built, the Department of Natural Resources, the U.S. Forest Service, and MDOT also employed the training graduates. A major benefit of the program for employers was that it saved time and money since the participants were prescreened and received career coaching. Turnover was generally due to individuals finding better employment opportunities within the industry after obtaining on-the-job experience from entry-level positions—this was supported by both the program, as well as the employers.

Program Integration/Leveraged Resources. SWHS was able to leverage resources from CWF to provide additional services to the DGWS training participants, including financial coaching, career coaching, and income support.

The financial coaching stood out as a particularly beneficial service. Financial literacy was a challenge for many participants. The CWF financial coach met with the training participant within the first 2 weeks of the program to put together a “combined financial analysis.” This included an assessment of the participant’s financial literacy, a balance sheet that captured details on income and expenses, and a daily spending log. In a follow-up session, the coach worked with the participant to develop a “client action plan” that established short- and long-term financial goals, such as improving credit, saving money, purchasing a car or a home, etc. Improving the participants’ financial literacy and management skills helped ensure that participants attained and maintained financial stability after securing employment. SWHS and their employer partners thought that the career coaching was one of the most valuable aspects of the training model because no matter how well the participants were technically trained, they also needed the proper skills to find and retain jobs. For qualifying training participants, links to income support programs were crucial for them to continue through the entire training program while remaining unemployed.

Comprehensive Assessment. The prescreening, intake assessment forms, and the IAP were effective tools for identifying barriers to employment and needs for supportive services. Thorough assessments helped to ensure that proper supports and services were in place so that participants could concentrate on their training and succeed in the program.

Sharing Curriculum Ideas. Another best practice reported by the apprenticeship training institute (MLTAI) was the ability to share resources, knowledge, and ideas with the HFCC/WARM weatherization training professionals about training curriculum.

WEST HILLS COMMUNITY COLLEGE DISTRICT PATHWAYS OUT OF POVERTY

1. Introduction

The West Hills Community College district is located in the central valley of California and covers a large area. Respondents explained that West Hills hosts classes in sites as far as two hours away from its central location in Coalinga. Respondents described the region as severely economically depressed. Respondents explained that some citizens face substantial barriers to employment. For example, respondents reported an unemployment rate exceeding 20 percent and an actual unemployment rate in some communities of close to 40 percent. Much of the employment in the agricultural sector is seasonal. Further, a large portion of the population speaks exclusively Spanish or limited English.

2. Program Context

The West Hills Community College Pathways out of Poverty program (West Hills) offers training to unemployed and incumbent workers living below the poverty line in welding, residential and commercial electrical work, truck driving, forklift operating, and electric motor and controls. The program is strengthened by supportive services. Throughout the interviews, respondents reinforced that industry needs were the driving force behind their program design.

3. Program Description

West Hills' program's training offerings are sequential and certificate-based allowing multiple entry and exit points. Local industry recognizes the strength of West Hills' training and may require completion of its program to be eligible for specific jobs. West Hills' training prepares and administers the test for the American Welding Society's nationally recognized certificate. At regional solar sites, employers will not hire employees unless they have taken solar safety at West Hills. Trainings are offered in multiple geographic locations through the use of a mobile unit that travels from location to location. For example, West Hills has a mobile welding unit that allows an instructor to locate the class in any location with an appropriate power source to teach students at multiple levels of knowledge at the same time.

Recruitment staff and case managers coordinate West Hills' supportive services. Supportive services include transportation support, childcare, work supplies (i.e. work clothing like steel toe boots, long pants, and gloves, as well as safety supplies like hard hats), work equipment, and tools.

Recruitment staff and case managers also host job preparation workshops both during the intake process and as part of trainings. Topics for these workshops range from résumé writing and interview skills to financial planning.

4. Partnerships

West Hills Community College is located in a rural region with few resources, resulting in limited choices for education and supportive service partnerships. Many of the traditional services offered by partners are provided in-house. For instance, West Hills is the grant recipient for The Workforce Center (the one stop career center) funded through the Fresno County Workforce Investment Board. West Hills, however, has primary partners for this project, including industry and employers, and city and county governments, including the Fresno County Workforce Investment Board.

Respondents suggested that industry and employers lead all activities of the grant from inception through design and implementation. These partners provide direction by identifying the skills and abilities that prospective employees need to enter employment in their industry. They suggest equipment and materials on which participants should receive training, and supply professionals to teach many of the classes. Employers also use West Hills Community College to screen and match potential job applicants based on employer identified job requirements.

City and county governments serve as important partners, providing in-kind support for training facilities (i.e. libraries, schools, city/county garages), as well as play an important role in job development. Specifically, the cities and counties work with West Hills Community College when they negotiate contracts with employers who are new to the area to ensure that local people are hired on projects. For example, if a new solar farm is to be built in a county, West Hills will help negotiate the contract to ensure that local skilled workers comprise a percentage of the workforce.

The Workforce Investment Board and Workforce Center (One Stop) are important partners, providing space for staff, co-enrollment in WIA programs, aligning services, and leveraging supports. Focus group informants suggested that the Workforce Center was the only place to go for a job search.

5. Program Management and Sustainability

The program has three directors who lead credit and non-credit training courses, job preparation, and placement, respectively. The directors work closely together. The directors are supported by staff, such as instructors and case managers, relevant to their area of focus.

West Hills has supported the program by providing additional direct financial support from partners, such as AT&T, PG&E, and their local storage center. The program also has been strengthened by aligning with other grant programs, and by their receipt of funding from the Chancellor's office for incumbent worker training and Department of Transportation grant funds. Respondents suggested that one of the most important leveraged resources included donated space and electricity for mobile training units. Local schools, city and county governments, and libraries are the primary source of this leveraged resource.

West Hills plans to sustain the program by institutionalizing it within the college district and continuing to refine training and courses based on specific employer needs. Respondents suggest that the greatest challenge in starting some of the programs was the lengthy process for acquiring the initial capital expense of equipment, which was purchased through the Pathways grant. This equipment will remain in use for future workforce development training.

The directors of the non-credit and credit training courses are actively partnering to institutionalize the course that this grant enabled them to create. They are in the process of making the non-credit training eligible for credit as a course offering.

6. Best Practices and Lessons Learned

Respondents identified numerous best practices and success stories from the project.

To date, West Hills has far exceeded all stated outcomes with the exception of job retention. To quantify job retention requires 180 days of follow-up; to date, students have not been placed in jobs for that length of time.

Other best practices and success stories fit into three general categories: industry influence on program design; flexibility in training design to meet the specific community needs; and consistency and experience with grant staff, policies, and procedures.

Industry has been the driving force behind West Hills' program design. Industry informs which types of training should take place and the content of the training. Industry professionals teach many of the classes. Because of the close relationship with industry, West Hills can screen prospective employees for industry hiring.

West Hills has sought to overcome the challenges of working in a large, rural region. Specifically, West Hills schedules time and secures partners to offer courses throughout the geographic region. The mobile training units travel to communities to provide sequential skill development. The sequencing in training allows trainees to enter and exit the labor market, while continually building their skills.

Finally, respondents suggest West Hills has been able to keep many of the same staff members from grant to grant, thus retaining the knowledge and skills gained by those individuals during the grant period. These staff members have also developed expertise and created policies and procedures that can generally be applied across grant programs to ensure grant compliance.

STRIVE/EAST HARLEM EMPLOYMENT SERVICES PATHWAYS OUT OF POVERTY

1. Introduction

Strive/ East Harlem Employment Services' Pathways Out of Poverty Program (Strive) operates in six sites with the New York City office serving as the grant administrator, fiscal agent, and organization responsible for coordinating cross-site technical assistance. Strive's program operates in blighted urban areas and targets hard to serve populations, including individuals with criminal backgrounds. Strive's program has two phases with extensive supportive services offered throughout. The program begins with CORE, a 4-week attitudinal adjustment training and introduction to job seeking and readiness, followed by skills training options that vary in length and depth depending on the particular program. Throughout the two phases, participants receive case management and supportive services. For the POP grant, Strive developed new green training programs at all sites with the exception of New York, at which green training expanded existing programming.

2. Program Context

Strive's six sites all operate in areas of urban distress and target populations defined as those most disconnected from the workplace, such as individuals living in severe poverty, individuals with criminal histories, limited work history, or limited education. In addition to these barriers, other major barriers for many Strive participants include limited transportation, need for childcare, and a need for accelerated reading and math preparation.

Some sites face particular community challenges. For example, both Philadelphia and New York have a strong union presence, which makes it difficult for high needs populations to get jobs in the construction industry or join unions due to barriers to employment. The programs operating in Benton Harbor/ Decatur and Flint, Michigan serve participants affected by the decline of the automobile industry and related fields.

Strive has made several adjustments and modifications to its grant program, including modifications approved by the Department of Labor. These changes include adjusting the Public Micro Data Areas (PUMAs) at every site due to identified need outside the originally identified PUMAs. Also, in Hartford, the Strive affiliate changed during the course of the grant because the original subgrantee closed.

The Strive program expanded existing programming at the New York site and added new skills training at all of the other sites. Strive New York had been developing green skills training leading up to the grant announcement, with other sites preparing to replicate New York's practices pending funding. When the POP Solicitation for Grant Applications (SGA) was released, Strive headquarters released a request for proposals, held conference calls with interested affiliates, and then selected their subgrantees through a competitive process.

3. Program Description

The Strive program operates in six locations with a headquarters in New York operating as a grants and fiscal manager, as well as providing technical assistance to other sites.

The Strive program model has two phases. First, participants attend CORE training, which is an attitudinal adjustment and introduction to job seeking and readiness course, lasting 4 weeks. The second phase consists of skills training. For the POP grant, skills training focused in green industries. The New York site had provided some greens skills training prior to the grant. The remaining five sites had not provided the skills component of the Strive program and all green programming was new.

Participation in the Strive program begins with recruitment. Each Strive site has at least one staff member dedicated to recruiting participants. The Strive recruiter targets areas within a given city that most likely will have the highest number of individuals in the target population. Working with partner agencies, such as halfway houses, job centers, foster agencies, hospital and medical centers, day care centers, and domestic violence service providers, the Strive recruiter will present at meetings, post flyers, and speak with interested individuals. Individuals are provided with application information and are invited to visit Strive's office to begin the enrollment process. Informants also suggested that word of mouth was another important tool for recruitment.

Upon visiting the Strive office, potential participants go through an enrollment and intake process. For the POP grant, students must fill out enrollment forms and then staff determines their eligibility. Eligibility requirements include residency in the identified PUMA, as well as having filled out a selective service form, if necessary. Potential participants must disclose educational attainment and criminal background. Participants are not required to have a high school diploma or GED. Participants take a TABE test, which is used later to determine placement in skills courses. Participants may have a criminal history; however, it may determine which skills-training programs a participant can enroll in. For example, Strive will not enroll an individual with a criminal background in skills-training programs in industries, such as the health care industry, that do not hire individuals with criminal backgrounds. Since the POP grant funded green trainings primarily in construction fields, a participant's criminal background was of lesser concern.

During the enrollment process, potential participants will meet with a Strive staff member one-on-one to determine the individual's interest in the program and to identify any barriers that the individual may face while enrolled in the program. Following the enrollment and intake process, individuals are accepted into the program.

Once accepted into the program, participants take a 4-week attitudinal adjustment course called CORE. This class lasts from 8 a.m. to 5 p.m., 5 days a week. All CORE training and Strive supported services are offered at the Strive locations, which are accessible by public

transportation. Participants are provided with daily transportation vouchers to pay for their travel to class. Participants receive extensive support services including case management and job development throughout their time in the Strive program. During the CORE training, participants are introduced to some of the Strive program's services and resources. For example, during the second week of CORE, individuals are assigned case managers who remain their advocates and supporters throughout their time at Strive. Students are also introduced to job development staff, who help them to utilize a process of self-directed job placement. According to informants, including focus group participants, "Strive only helps those who help themselves." Participants in Strive are provided with extensive services, yet participants have to earn those services and earn accomplishments, such as increased technical skills or a job.

Once a participant finishes the CORE training, they engage in skills training. Based on the results of their TABE test, students are placed in one of two levels of training: a beginner's training or a more advanced training. Green skills training takes place at the contracted training provider. For example, in the New York program, Strive's offices are located in Harlem, however many trainings take place in Queens. Each Strive location contracts with various training providers to provide various green training programs, many of which result in an industry-recognized certificate. Below, we describe these training programs by Strive location.

Baltimore, MD. Asbestos Removal; 3 Day EPA AHERA Inspector Training; Operations and Maintenance; OSHA Confined Space Training.

Benton Harbor/ Decatur, MI. Michigan Residential Building Code Construction Safety Standards; Residential Building, Maintenance, and Alteration Contractors Prelicensure Education; Business Management, Estimated and Job Costing; Design and Building Science; Contracts, Liabilities, and Risk Management; Marketing and Sales; Project Management and Scheduling; Asbestos Abatement; Building Trades and Blueprints.

Flint, M. Tools and Safety; Michigan OSHA Construction Course; Weatherization.

Hartford, CT. OSHA 10; HAZWOPPER; Environmental and Occupational Laws/ Regulations; Toxicology/ Health Effects; Medical Surveillance; Air Monitoring and Instrumentation; Worker's Rights; Personal Protective Equipment: Introduction; Personal Protective Equipment: Chemical Protective Clothing; Personal Protective Equipment: Air Purifying Respirators; Personal Protective Equipment: APR Fit Testing, Cleaning, and Maintenance; Confined Spaces; Hazard Identification; Handling Abandoned Drums and Other Containers; Hazardous Waste Sites: Site Characterization; Hazardous Waste Sites: Site Control and Decontamination; Hazardous Waste Sites: Emergency Response Planning; Field Activities Health and Safety Planning; Handling and Shipping Hazardous Waste Samples; Solar Panel; Weatherization Hard Skills; Green Welding.

New York, NY. Basic Carpentry; Basic Electricity; Basic Plumbing; OSHA – Hazardous Waste Operations and Emergency Response (HazWoper); Asbestos Abatement Handler; OSHA Construction Health & Safety; Confined Space; Basic Weatherization; Intro to Solar Panel Installation.

Philadelphia, PA. OSHA Safety; Health Hazards in Construction; Green Roofing; Energy Auditing and Weatherization.

All Strive sites engage industry partners to varying degrees to identify appropriate green training. For example, New York has a green training council that helps Strive to identify appropriate trainings, to secure job placements for participants, and to network with other green employers.

During skills training, case managers visit participants on a regular basis. Case managers use reality counseling and choice therapy, by which participants learn to act responsibly and make better choices. Case managers also help identify support services organizations that may provide services including housing and food, if necessary. Participants also continue to work on job seeking skills with a job developer. The job developer helps participants create their résumés, practice for interviews, and seek out jobs, so that participants have lasting skills to obtain jobs at multiple points in their careers. Informants report that about 60 percent of participants find jobs through Strive employer connections, while the remaining participants find jobs on their own. Upon exit from the program, job development staff track participants to identify their job retention rates.

4. Partnerships

Strive has strong partnerships on multiple levels reinforced through multiple mechanisms.

Strive headquarters has partnerships with all Strive affiliates. Through the POP grant, funded affiliate sites have a contract with Strive headquarters that details the statement of work, costs, contract and record requirements, and audit and site visit requirements. Strive headquarters staff visit each site for both fiscal and programmatic audits on at least an annual basis. Strive headquarters also hosts an annual meeting for all grantees to reinforce grant management and reporting, as well as provide technical assistance to sites.

Strive headquarters also partners with national organizations to provide technical assistance to sites. For example, Strive headquarters, through a contract, hired Solar One to provide a variety of services to sites. Solar One developed a manual to assist job developers in identifying and preparing participants for jobs in the green economy, and to help students in their self directed job seeking. The manual guides students through a process of identifying potential employers in their community and resources, such as tax incentives, that may be beneficial to those employers. Solar One also trained site staff, especially job developers, to understand the green sector more deeply, and provided training to participants on how to talk to employers and industry representatives with appropriate industry language, and leverage resources. After the training, students were able to reach out to potential employers and market themselves as qualified employees who could help employers to expand their businesses.

Local sites also have a range of partners, including employers, training providers, and service organizations. Employers partner with sites through green training councils to advise training

activities and certificates, help with job placement, and network with other employers. Sites also formally contract with training providers to provide specific trainings. Contracts with training providers vary by site; however, costs may be determined on a class-by-class basis, student-by-student basis, or some other measure. Local sites also partner with service organizations in more informal ways. For example, Strive may recruit participants at a partner service organization. These organizations may also provide referral services such as housing or food.

5. Program Management and Sustainability

Strive's program management is designed to allow each organization or piece of the organization to focus and specialize in specific content areas. Strive headquarters is responsible for grant management and reporting. Strive sites are responsible for program implementation. Strive headquarters staff works to provide technical assistance to sites to improve systems, such as data collection efforts, to ensure program outcomes are met and to drive program improvement.

Strive headquarters designed various measures to ensure program compliance. First, Strive had an all grantee meeting at the beginning of the grant cycle. Strive's Department of Labor Federal Program Officer attended this meeting and everyone received an introduction to the grant and reporting requirements. Strive hosts monthly calls with all sites to address questions and concerns for grant management, as well as to share best practices and challenges. Strive headquarters staff visits each site annually, if not more frequently, for fiscal and programmatic audits. An annual meeting of all grantees augments and reinforces learning and sharing. Informants also suggested that Strive headquarters staff calls and emails site staff on a regular and as needed basis to address challenges as they arise.

Informants suggested that the model was effective because Strive headquarters is equipped to ensure all grant requirements are met, while sites carry out the day-to-day work. Informants report that most sites were implementing programming within a few months of the grant award; however, a 6-month planning period would have been ideal. For example, many of the sites had to hire new staff, develop new relationships with employers to help inform trainings, and contract with training providers. Also, since many of the sites were new to the skills-training portion of the Strive model, they were less familiar with the "drop off" periods of participants and may not have adequately prepared for low participant retention.

The final grantee meeting in June 2012 focused on sustainability. Informants suggest that the new elements of programming will remain in place because sites have employer and training provider relationships that did not exist prior to the grant. Also, according to informants, many of the sites are now better prepared to apply for and manage federal grants as a result of the POP grant.

Leverage is provided at various levels in the program and varies at each site. For example, each site provided CORE training as in-kind. In New York, other trainings were provided to

participants, however, they were funded by other contracts and grants. In Benton Harbor/Decatur (Michigan), Habitat for Humanity provided paid internships. In Hartford, an organization called Jobs Funnel provided computer labs for participants.

6. Best Practices and Lessons Learned

Strive initially sought to increase its engagement of women in nontraditional careers. Informants suggested that they faced numerous challenges recruiting women. Strive applied for funding from a women's foundation, however, they did not receive funding to supplement the POP grant.

Strive has a variety of management strategies, some of which were previously mentioned, to ensure outcomes are met and accurately tracked. These strategies include annual meetings, annual monitoring visits, monthly evaluation of sites, open door communication, providing training to local data staff, and a program compliance manual.

Informants suggested that a variety of best practices strengthened the Strive program and its outcomes. These practices include the following.

- Strive headquarters staff and subgrantee site staff have strong and open communications and work in partnership.
- Strive holds the attitudinal or CORE training at the beginning of the program, which provides participants with a sense of ownership and responsibility, as well as helps them to develop their sense of self. Informants suggested that it was necessary to address these basic skills before engaging in hard skills training.
- Staff have a strong line of communication with participants and are willing to meet participants where they are.
- Strive has developed systems to ensure that the grant is properly managed and that best practices are shared across sites. For example, annual in-person meetings and monthly conference calls have strengthened Strive's outcomes by addressing any challenges or complications before they arise.

GOODWILL INDUSTRIES INTERNATIONAL

PATHWAYS OUT OF POVERTY

1. Introduction

Goodwill Industries International (GII) implemented a national model for their Pathways out of Poverty Grant at regional centers in six communities within the United States: Atlanta, GA; Charlotte, NC; Grand Rapids, MI; Austin, TX; Phoenix, AZ; and Washington, DC. This model employs four phases to move job seekers from intensive individual assessment through job placement. While each of the regional Goodwill centers may have utilized a training model already in place, each center enhanced these programs with the career development model common to each program. This model includes career planning, transitional jobs, and occupational skills training. The program supports workers to help them obtain and retain full employment. While GII provides consistent support and guidance across sites, each regional center has the flexibility and autonomy to implement programs relevant to its region.

The regional site studied was Goodwill of Greater Washington (GGW), operating the Green Pathway DC program. The program is a 10-week pre-apprenticeship readiness construction training program, providing participants with specialized training in weatherization, Green Advantage, and smart metering. The DC program has offered pre-apprenticeship construction training for many years, thus the program needed to make only minor adjustments to its existing program design to adopt the national career development model.

2. Program Context

With the exception of the transitional jobs and the green component, GGW had been operating the construction pre-apprenticeship program model since 2005, utilizing a sector model to understand what businesses need and what gaps in skills exist in the target population so that its program could respond to those needs. From inception, GGW partnered with the Green Builders Council of DC to identify and provide training for green initiatives that arose and integrate the required skills into the training program.

3. Program Description

Outreach. Overall, the program targets areas with high levels of poverty and unemployment (Wards 5, 7, and 8, and portions of Wards 4 and 6 in Washington, DC). At the program's outset, GGW implemented a very comprehensive outreach strategy to encourage program participation. As such, the organization utilized numerous methods for outreach, including distributing flyers, placing advertisements in newspapers, posting listings on their website, attending neighborhood and ward meetings, making on-site presentations, and sending weekly e-mail blasts to an extensive list-serv. DC Council members were also actively involved in informing local constituents about the program through websites and newsletters. It appears that a lot of participants heard about the program by word-of-mouth. The program reached out

to construction companies, community- and faith-based organizations, libraries, and community colleges, and Washington, DC's workforce agency, the Department of Employment Services (DOES). In addition, targeted outreach was provided to veterans through the Veterans Administration. Though not initially a highly targeted population, the program also provided outreach to individuals with criminal histories via the **Court Services and Offender Supervision Agency** and Hope Village, a halfway house for ex-offenders. Program staff estimated that roughly 60 percent of program participants were ex-offenders. The program likely was particularly popular among this population since the construction industry is relatively forgiving in terms of employing individuals with criminal backgrounds.

Initial barriers to recruitment included the Selective Service requirement, which was found to break down trust among the disenfranchised population served by the program. In addition, the Public Micro Data Areas (PUMA) requirement limited enrollment to Ward 5 initially. Program staff experienced difficulty recruiting sufficient applicants from Ward 5. Ultimately, GGW successfully appealed to DOL to serve individuals from Wards 7 and 8, which have higher rates of poverty, thereby increasing the pool of interested candidates.

Orientation and Intake. While the program was available to provide onsite intake sessions, most sessions are conducted centrally at GGW's offices. These sessions are performed by intake/outreach specialists, are conducted at a scheduled time three times per week, and last about 3 hours each. Potential participants are asked to bring documentation, including government issued identification, proof of DC residency, proof of Selective Service registration, a Social Security card, a birth certificate, and proof of DC police clearance showing that the potential participant has not been convicted of a serious offense, which would prohibit employment. Interested participants are also asked to bring documentation demonstrating that they receive Medicaid or food stamps as proof of income.

During the intake session, the Program Services Coordinator explains the content of the program, the sequence of the curriculum, and answers any questions, especially those about whether a potential participant with a criminal background may enroll in the program. Most importantly, during the intake session, staff also outline the program's expectations of participants. Participants receive a detailed *Participant Handbook*, which provides information on documentation needed, a questionnaire on the participant's interests, a consent form to release information, expectations for participant behavior, the attendance policy, and other program expectations. The *Handbook* also includes a form for participants to sign acknowledging their receipt of the *Handbook* and their agreement to abide by the program's rules.

Only a small percentage of those who attend the orientation decide not to proceed. Those interested are asked to complete a packet including an interest sheet and an application for services. The Comprehensive Adult Student Assessment Systems (CASAS) in reading and math is administered and applicants are interviewed individually to discuss their interest in construction work. If everything is in order, the applicant is told that GGW will contact them soon with an acceptance decision. The intake team then discusses the potential participation of

each applicant. If an applicant is accepted, he is sent a letter informing him of his conditional acceptance into the program subject to passing a drug screen. Those students who score below a sixth grade reading and math level are referred to DOES for classes and invited to come back once to retake the test section that they failed.

Support Services. The program reimburses participants for transportation costs associated with travel to and from training. In addition, the program provides participants with two vouchers for clothing—redeemable at the Goodwill retail store—to be used for interviewing purposes. Participants are also referred to other appropriate services, as needed.

Enrollment and Career Planning. Because intake is ongoing and classes begin every 6 weeks, the time between program intake and the start of classes could range from just a few days to 5 to 6 weeks. Prior to the start of classes, students are assessed using the Myers-Briggs test and a review of their interest sheet, and then an individual employment plan (IEP) is developed. In addition, program staff spends considerable time in discussions with participants, trying to get to know them better and gain their trust.

The capacity for each class is 40-45 students, though generally not more than two-thirds to three-quarters of those admitted show up, despite follow-up calls prior to class start dates. Drug screenings are provided on the first day of class, with a second test provided later in the program. Local employers indicated to GGW that the drug screenings are an especially valuable component of the program, as construction workers are required to be drug-free.

Throughout the program, a career coach ensures that students have everything they need to succeed. Program staff maintains ongoing communication with the participants throughout the program through texting and email, building a trusting and helpful relationship with the hope of addressing issues before they arise.

Training. The Green Pathway DC program consists of the several program components.

- **Employability Skills Training.** This training lasts for 3 weeks and involves working with participants on soft skills for getting and keeping a job. Before entering the program, many program participants do not have a lot of work experience and have not worked in diverse work environments. This component of the program teaches participants such things as employers' expectations of employees and how to work with people from different backgrounds. Both participants and program staff indicated that learning how to talk to employers about a prior criminal offense was especially valuable for ex-offenders.
- **Math.** Participants receive one week of math instruction.
- **Construction Orientation and Readiness Education (CORE).** This **National Center for Construction Education and Research (NCCER)** competency-based construction training is provided by the Association for Building Contractors (ABC) and is offered in modules over a 3-week period. It includes the basics of construction, math for construction, basic employability, and safety. In the first week, the program also includes 3 days of training in first aid and CPR. ABC provides NCCER training in 12 trades including carpentry, concrete,

electrical, HVAC, plumbing, reinforced iron, drywall, and masonry. Participants are expected to be at this portion of the training by 6:30 a.m. This expectation is believed to be a valuable lesson in real-world employability, as construction workers generally begin their workdays at this time. Students who successfully complete the training receive a nationally recognized NCCER certificate and an OSHA 10 certificate.

- Green Training Elective. This was a 3-week module in smart metering, Green Advantage, and weatherization.⁵ The United Planning Organization (UPO) provided weatherization training in UPO's offices and provided national certification for weatherization upon passing an exam. Scope Services provided smart meter training at Goodwill's office, which involved swapping old meters for modern smart meters. Scope Services provided certification for smart meter training.

Career Fair. At the end of each training cohort, GGW organizes a Career Fair exclusively directed to program graduates. The Career Fair has been held in the Association for Building Contractors building and brings in employer partners looking to fill entry-level positions.

4. Partnerships

GGW has a long history of working with employer groups to identify the work skills needed by local industry, identify gaps in training, and incorporate relevant training modules for those in need of employment. These partnerships led to the development and evolution of GGW's pre-apprenticeship training program. Similarly, GGW built on their ongoing partnership with the Green Builders Council (GBC) of DC to help identify the training components for the green modules for the Green Pathway DC program including Smart Metering, weatherization, and Green Advantage.

The primary training partners included the Association for Building Contractors (CORE training), the United Planning Organization (weatherization), and Scope Services (smart metering). Construction companies, such as MC Dean, Clark Construction, and Miller and Long Concrete Construction, provided opportunities for employment to participants. The program's partnership with ABC was particularly fruitful, as it provided to the program access to over 600 employer members.

However, the program also had numerous informal partnerships with other organizations to provide presentations or seminars. For instance, Calvary Healthcare provided a health day as part of program services, particularly focusing on HIV/AIDS and STD education and prevention. DC Legal Services provided a "know your rights" seminar for renters, and TD Bank provided a financial seminar. The construction partners noted above, such as MC Dean, Clark Construction, Miller and Long Concrete Construction, visited classroom sessions to speak to students regarding the work environment and/or to assist with mock interviews. These partners also provided opportunities for visits to job sites, as well as job opportunities.

⁵ The 3 week green module was dropped toward the end of program implementation due to lack of funding.

Social service partners to which GGW refers participants include the Income Maintenance Administration (IMA) for help with child care services, Angel Ministries, and Bread for the City for food.

Program staff described that they had regular meetings with partners but were also in constant communication via the phone and e-mail.

5. Program Management and Sustainability

Program Management. This grant program was administered at the national level through Goodwill Industries International (GII) and operated through six regional Goodwill agencies. Staff at GGW felt that having a national organization with significant experience managing grants and taking responsibility for data reporting was particularly helpful. In addition, this model enabled the regional offices to learn best practices from each other.

The program sustained some challenges during the early period of the grant award because it took DOL a long time to provide the contract to the national office, compressing their time to meet performance objectives. Also, the grant required grantees and subgrantees to formally procure partners already identified in the proposal. Because this was not anticipated, the requirement led to delays in formalizing training arrangements.

Sustainability. Each program under this grant was required to submit a formal sustainability plan to GII; however, each program responded differently in terms of what it wanted to continue with. While the GGW program has been in operation since 2005, currently there is no additional funding to sustain it in its current form. Program staff stated that they plan to engage the Workforce Investment Council in an attempt to continue the program. Nonetheless some components of the program will continue. While the construction training will not continue, there is funding to continue soft skills training, such as job coaching, etc.

6. Best Practices and Lessons Learned

Across the six local Goodwills that were subgrantees to GII, the overall goal was to serve 1,300 participants, with 764 (59%) completing education/training activities, 621 (48%) placed into unsubsidized employment, and 467 (36%) retaining employment through two quarters. GGW provided data on the number of individuals enrolled in training at GGW through March 2012 (218), the number placed in jobs (72), and the number retaining employment (31). Of these, the vast majority of participants were unemployed at the time they enrolled in the program. Only 26 individuals who enrolled in the GGW program were incumbent workers; none of the incumbent workers were placed in a job or retained employment. Thus, 33% of GGW enrollees were placed in jobs and 43% of those placed in jobs retained employment.

Interviewees with both GII and GGW indicated that job placement was particularly difficult due to an unanticipated downturn in the construction industry. At the national level, GII cited instances in which employers that had committed to hiring individuals who had completed the

program subsequently had gone out of business. Further, because of the precarious economic situation, many employers that were still operating were reluctant to hire new employees. Other external forces affected outcomes as well. In the Washington, DC area, for example, the mayor had plans for an extensive smart meter installation program, which was seen as a promising source of job opportunities for GGW program graduates. However, the mayor lost his reelection bid and his successor is re-evaluating the initiative. GGW faced an additional hurdle due to its original PUMA restriction to Ward 5. GGW found that it was difficult to recruit a sufficient number of participants from this area. Once approval was obtained to expand the area served to include other Wards in DC, recruiting was more successful. One way GGW responded to placement difficulties was by establishing transitional jobs, with some program completers placed in jobs at the Goodwill retail store.

The program identified several best practices that contributed to the program's favorable outcomes.

Employability Skills. A critical component of the program for the population served is teaching soft skills that participants need to be good employees. The program focuses on this employability component for 3 weeks of the program.

Career Coach. GGW utilizes a career coach who serves as a case manager communicating with participants throughout their time in the program and for several months after to assist them in surmounting obstacles to employment. Staff maintains a very supportive relationship with participants, providing a full range of supportive services throughout the program.

Expectations for Program Participation. The program attempts to simulate work expectations of employers in the construction industry. For example, program participants are required to report to work (i.e. training) by 6:30 a.m. each day and are allowed no more than three unexcused absences. In addition, participants are required to be drug free (drug screening is performed twice during the program period).

Career Fair. At the end of each training cohort, GGW organizes a Career Fair exclusively directed to program graduates. The Career Fair has been held in the Association for Building Contractors building, bringing in employer partners looking to fill positions apprenticeship positions.

Transitional Employment. Transitional employment in GGW's retail store provided employment opportunities for participants unable to obtain employment in construction within approximately 3 months of graduation.

Cross-Train Staff. Staff should be able to wear different hats in case of changes in staffing.

Training Location. The program's location should be accessible by public transportation and the program should provide participants with a stipend to cover their transportation costs.

The program also identified several challenges that impeded the program's success.

Down Turn in Economy. Being able to provide hands-on-training through on-the-job training was a challenge for the program. One company initially slated to provide this role went out of business during the down turn in the economy. Other companies could not afford to take on apprentices. Similarly, with the slowing of the construction industry, opportunities for weatherization declined.

Selective Service Requirement. Requiring that potential participants register with the Selective Service System, if eligible, was found to break-down trust among the disenfranchised population served by the program. This was not a requirement of the program when it operated under previous funding sources.

LEHIGH VALLEY WORKFORCE INVESTMENT BOARD PATHWAYS OUT OF POVERTY

1. Introduction

The Lehigh Valley Workforce Investment Board (LVWIB) utilized the region's workforce system, education community, employers, economic development, municipalities, and community-based organizations to re-engage hardest-to-serve young adults in the service area. LVWIB offered participants a pathway into self-sufficiency with a holistic system of assessment, career awareness, training, apprenticeships, wraparound support services, and job placement and retention with basic services delivered from a central location in the targeted neighborhoods. LVWIB focused on high priority occupations in energy-efficient building, construction, and retrofit industries, renewable electric power, and energy efficiency assessment.

2. Program Context

The Lehigh Valley area was hit hard by the recession. At the time when the RFP for this grant was issued, the poverty rate in the city of Allentown, Pennsylvania was 24 percent. During the early stages of grant implementation, the poor economy adversely influenced job placement.

Labor market information suggested that the local population had low levels of skills. It was noted that workers lacked the skills needed to use the most recent technologies and automated processes, as well as an understanding of what green jobs were.

Program participants and many members of the local community lacked soft skills and a GED, had criminal backgrounds, and did not speak English fluently, which presented many challenges. Many participants in the program required basic remedial training in order to attend the more advanced, career related courses.

LVWIB, the grantee, reported having had a great deal of experience writing several proposals for the USDOL and, therefore, it was not difficult for them to meet the requirements of the RFP. To meet the RFP partner requirements, the grantee relied upon its strong existing relationships with training providers. It also worked closely with its employer base, the Chamber of Commerce, the Manufacturers Resource Center, and the Society for Human Resource Management. The grant program goals included lowering local poverty levels and getting people into jobs.

It was reported that the program was aligned with the Economic Development Board, the Workforce Investment Board, and the Training Institute initiatives.

3. Program Description

The target populations for this grant program were the unemployed, high school dropouts, low-income individuals, and individuals with a criminal background. The grant also targeted 12 to 24 year olds. The LVWIB Pathway's office was strategically located in a newly renovated housing project, which was in an area in which individuals in its target population lived.

LVWIB recruited participants through community-based organizations, such as churches and food banks. Career Link (local one-stop) staff promoted the program by tweeting about recruitment sessions, communicating with workforce professionals, and posting information on the Career Link website. Flyers in English and Spanish were distributed in the community. Training providers also referred people to the pathways program.

The grantee conducted sessions that provided potential participants with presentations and information about the program, job-market trends, and green training. Several training fairs around the community were held to publicize the green jobs training grant. LVWIB staff did not report challenges in recruiting participants.

When potential participants came to their center, the grantee staff explained the program's eligibility and documentation processes. Potential participants were required to fill out a program application. The participants were also required to fill out a training research form, on which they had to explain why they wanted to enter the program.

Program participants were required to take the Key Train assessment to determine their eligibility for different training programs. If they had any problems with the assessment, the participants were invited to go to an academic enrichment instructor at Career Link who provided assistance with improving their scores. Participants were also encouraged to take the Work Keys test in addition to Key Train. Participants could explore the different kind of occupations in the green industry on the career link administered O-net.

The grantees also held Green jobs overview workshops at the local community colleges every month to give potential participants information about the kinds of jobs available in green industry. The grantees also held Green Career Link Academies, a 2-day program that included tours of schools, community colleges, and companies, such as solar tech that manufactured solar panels, to provide participants with information about the kinds of jobs they could obtain after finishing the program.

The Chamber of Commerce reached out to employer members to spread the word about the Pathways program and held a Green Sustainable Energy Conference. The training program was also introduced to board members of the Chamber of Commerce in nearby cities in the Lehigh Valley area.

The grantee determined occupations for which to provide training based on what the state of Pennsylvania listed as green jobs. Some of the occupations that were originally thought to be in

demand were later removed from the program because the levels of demand were much lower than expected. The grantee purchased training slots from education providers and was invoiced by the providers for tuition costs, book costs, equipment, and drug or physical screenings.

LVWIB's training providers had advisory committees through which employers provided input and help designing the curriculum. LVWIB relied on their expertise.

Most programs used by LVWIB were pre-existing, but were modified to include a green component and focus on employers' soft skills needs. Some training providers also hosted professional development workshops on-site using the LVWIB job coach.

In addition to the training courses, LVWIB staff conducted job search workshops and job fairs at training sites. They also hired a job coach and business liaison to provide one-on-one interviewing skills sessions. LVWIB staff provided remedial education to participants, including ESL and GED classes in English and Spanish.

Some training programs were more flexible than others and could be provided at different times of day or on different days of the week. Most classes were accessible by public transportation. The different training modalities used included on-the-job, hands on, and classroom based learning.

All training courses led to an employer recognized credential. Some led to nationally recognized credentials including CDL, Microsoft Certification, and OSHA Certification. Other credentials included MS Office, COMPTEA, NETPLUS, NOCTI, CYSCO, GED, CDL, etc.

The grantee staff kept in regular contact with all the program participants. Workforce Navigators provided guidance and helped participants resolve any personal issues. LVWIB offered support services, including job development, childcare, bus passes, and gas cards. The grant program provided training support in the form of paying trainees an hourly wage until the available funding was depleted. Participants also were provided with gift cards to help them with work-related needs, such as clothes and transportation.

LVWIB reported that providing childcare and paying an hourly wage to trainees for the time that they spent in training were very crucial services, which kept participants enrolled in the program. For instance, academic and workplace readiness classes had good attendance levels while the grant had money to pay students for this component; however, when the funds for this component ran out, the participants could no longer afford to attend the classes. At the time of the visit, the program had an 87 percent completion rate.

4. Partnerships

The LVWIB utilized its strong existing partnerships with community colleges, career technical schools, employers, the Chamber of Commerce, and other community-based organizations to

implement this program. All partners were initially on board, so gaining their commitments or buy-in was not an issue.

Training providers were the most critical partners in the program because they provided the skills needed to make participants employable. The Chamber was also a very crucial partner, as they have connections to 5000 employers. Career Link was also a very valuable partner.

When Career Link staff encountered employers that needed trained individuals, they connected them with the LVWIB staff. They maintained documents about what kind of jobs and placements were currently available. For example, they had documentation about companies that would hire truck drivers without work experience, and companies that work with individuals with limited English and felony backgrounds.

5. Program Management and Sustainability

The grantee received a lot of support from the Federal Projects Officer (FPO). LVWIB had many questions and issues, especially during the start-up phase, that the FPO was able to help resolve.

Implementation took a little longer than expected because it took significant time for LVWIB to staff certain positions, such as workforce navigators. LVWIB sought staff with experience in community interaction, case-management services, and the workforce system, in general.

Leveraged resources included computer labs from the Career Link to help people with ESL, GED classes, as well as pre-established Career Link forms and processes.

LVWIB used management strategies to keep the program on track, including weekly staff meetings and sharing minutes from those meetings with the entire staff. Also LVWIB regularly provided data updates to the staff.

At the time of recruitment, LVWIB staff found that they were not spending enough money, so they decided to hold training expositions to get the word out to the community. Training providers provided information on the green training programs that they offered and the different job opportunities that were available. This helped the program boost enrollment numbers.

At the end of training, each trainee was required to fill out an effectiveness questionnaire evaluating the quality of the instructor and the instructional materials. The questionnaire also asked each respondent to suggest improvements to the program. The grantees maintained a binder for each training program and showed these forms to potential participants as a way to attract more trainees.

After grant funding ends, the grantee respondents reported that they plan to use this grant program as a model for further efforts. Many of the same partners will be involved.

6. Best Practices and Lessons Learned

LVWIB reported several lessons learned during the course of administering the program, which served a hard to serve population that included individuals with criminal backgrounds. The economic conditions made job placements difficult. Accordingly, LVWIB staff linked participants with staffing agencies to increase the number of participants placed in jobs. Funding, such as that provided by ARRA, was more beneficial when the economy was doing well, since employers had a greater need and capacity to train employees in those economic conditions. During the recession, the construction and the housing sectors declined significantly, reducing the number of participants that employers in those sectors could afford to hire.

LVWIB reported several best practices that contributed to the program's success. Notably, it was important to hire good staff and engage strong community partners. Program participation was voluntary, accordingly, only the most motivated individuals participated and completed their training. The program provided remedial education and integrated services to participants, so that participants could access all services easily. LVWIB's strong case management program also was an asset. The workforce navigators were personally aware of each trainee's situation and kept them informed about other support services. LVWIB also had a strong One-Stop Role. Career Link made connections between and shared information with participants, employers, and the LVWIB staff.

It was crucial that LVWIB engaged motivated partners. The employer partners provided input about the kind of skills that the industry would require in the future. They also visited the training institutes to talk to students. The HVAC students visited a large residential construction site to learn about the workplace and aspects of employees' jobs. Working with the Chamber of Commerce also was very effective. The Chamber of Commerce acted as a representative of employers and worked closely with the LVWIB on policy matters. The Chamber of Commerce was also instrumental in spreading the word about the program, sending articles to employers on topics such as on-the-job training, community level skill addition, etc. They also included program updates in their publications and sent email blasts to members talking about the program.

LVWIB also reported some significant challenges that impeded the program's success. Many trainees did not take their GED classes, and attendance in GED classes was low. Employers felt that the individuals at this level were not job-ready, did not have enough soft skills, and were unmotivated and irresponsible.

MOULTRIE TECHNICAL COLLEGE PATHWAYS OUT OF POVERTY

1. Introduction

Moultrie Technical College (Moultrie Tech) operates a program named Green TIFT. Participants are provided extensive support services and training in green construction, energy efficiency, and renewable energy. The program targets and serves individuals with criminal backgrounds and other impediments to employment. Moultrie Tech's program is marked by strong community partnerships.

2. Program Context

Moultrie Tech is located in Tifton, Georgia, and serves the surrounding counties. The rural agriculture-based region has no public transportation. Informants report that the greatest challenges faced by the community are generational poverty and a lack of value for school and work. Informants report that students will drop out of programs due to barriers such as a flat tire or minor health issue.

Tifton County was the fourth poorest county in Georgia at the time of the grant award and the unemployment rate has increased since that time. The Moultrie Tech's POP program has successfully targeted the hardest to serve populations, individuals with criminal backgrounds, including those convicted of felony offenses. During the grant period, nearly 50 percent of participants had a criminal history. As a result, Moultrie Tech designed a program with strong support services, and embedded job readiness and development throughout.

Moultrie Tech did extensive market research when planning for the grant and selected target industries based on the research. Staff also took care to align program activities with other initiatives of the college, and economic development activities in the region. During the development phase, staff researched other federal investments that impact the region, local economic development activities, and the needs of and for potential workers. Moultrie Tech also used its annual survey of businesses, held local meetings and interviews, and strengthened partnerships through increased responsibilities. Moultrie Tech envisioned a transition to specific green sectors in their region by building the workforce at multiple layers. For example, Moultrie Tech partnered with the University of Georgia and Abraham Baldwin Agricultural College (ABAC) to try to meet local labor market needs at multiple levels. The POP grant paid only for specific training at Moultrie Tech, yet is part of a coordinated strategy.

At the time of the grant proposal, market research predicted that biofuels industries would be growing drastically in the coming years, with the potential for moderate growth in green construction, energy efficiency, and renewable energy. Staff at Moultrie Tech decided to train in those four areas for the benefit of local employers and participants. Early in the grant period, however, federal investment and other investments from the state of Georgia, which had been

driving growth in biofuels industries, collapsed, causing predicted biofuels' growth to be undetermined. Moultrie Tech had already designed a curriculum for biofuels courses, however, it decided not to offer training in that field since there did not appear to be jobs available.

During this time, there also appeared to be increased potential for local green construction jobs, as major employers were converting existing structures and building new construction with energy efficient design. Moultrie Tech was also working closely with the University of Georgia, which was working closely with local farmers to drive local demand for solar technologies. As a result, Moultrie Tech requested a modification in their grant to shift away from biofuels and increase training in green construction and renewable energy. Moultrie Tech applied for a budget modification in the summer of 2010, however, the adjustment was not approved for several months, putting the program almost a year behind schedule.

3. Program Description

Moultrie Tech's program focuses on three new training programs with extensive support services augmented by strong community partnerships.

Moultrie Tech's course work focuses on green construction, energy efficiency, and renewable energy. Each subject area takes two to three semesters to complete. The energy efficiency and renewable energy are new curriculums created through the grant, while green construction utilizes an existing curriculum that was augmented. All programs were required to be approved by the state agency that approves curriculums for all technical colleges in Georgia. As a result of this process, the curriculum can be easily replicated and sustained at other technical colleges throughout the state, if there is enough student interest.

Moultrie Tech's program enrolls a hard to serve population: more than half of the participants have criminal backgrounds. The program gives preference to veterans and dislocated workers, as well.

Participants are recruited through a variety of methods, with community partners playing a critical role. Moultrie Tech has a recruiter who visits numerous places in the community including the housing authority, Chamber of Commerce, and the Day Reporting Center (DRC) of the Department of Corrections. Recruitment also occurs through case managers at partner agencies. Moultrie Tech posts flyers in numerous locations. There is also a "Tell me more" postcard that an interested individual can fill out and mail to Moultrie Tech, which a Moultrie Tech representative will respond to.

When a potential participant calls Moultrie Tech to express interest in the program, staff answer his or her questions. Informants suggest that individuals will often become unresponsive early in the recruitment process; however, staff still try to encourage individuals who have expressed interest in the program. Once an individual is prepared to join the program, he or she must go through the screening and eligibility assessment process. Moultrie Tech has designed an intake process, including interview steps to process an individual.

Interested individuals must also take a COMPASS test. Eligible participants must be at least 18 years of age, have a GED, reach specific standards on the COMPASS test, and disclose any criminal history. If an individual meets all requirements, he or she will fill out a Moultrie Tech application and pay a \$20 application fee. If an individual does not have a GED or does not meet the math or reading requirements, he or she will be referred to Literacy Volunteers of America or the Day Reporting Center for educational services. Upon successful completion of education requirements, these individuals can then be enrolled in the program.

Informants at Moultrie Tech report that substantial support is required to help individuals through the application and enrollment process because many students are new to the technical college system and its standard requirements. During the application process, Moultrie Tech staff help students fill out financial aid forms (i.e. FAFSA and HOPE grant for Georgia), determine childcare needs (paid for by the grant), and other potential needs (i.e. transportation, housing referrals, and food). Transportation is one of the most important needs faced by participants because there is no public transportation in the region. A Moultrie Tech van is used to transport student from their homes to class; all courses are scheduled around the van's availability.

Once the participants' needs are met, they enroll in courses. Depending on the program, all training programs last two to three semesters, which may include summer courses. Throughout the program, students are guided by a case manager. Moultrie Tech also has a job developer who visits classes, holds regular seminars, and provides individual guidance in the job development process. All instructors also embed workplace readiness into their courses. For example, all instructors require a completed résumé as part of the class and hold mock interviews in at least one class. The renewable energy program includes a section on public speaking and making presentations, which is designed for individuals who may be interested in obtaining solar sales jobs. Instructors also involve local employers when possible and try to keep students informed about relevant job openings in the community.

All courses are a mix of classroom and hands-on learning. Each participant is required to have an internship, which is arranged through Moultrie Tech. Some students are provided paid internships through the state. Designing and implementing the internship program required gaining support and approval from state agencies, and modifying state hiring restrictions against individuals with criminal backgrounds, which Moultrie Tech was able to secure. Informants suggested that an internship with the state government held particular value, especially for participants with criminal backgrounds.

Participants have been able to participate in large-scale projects through courses and internships. For example, the green construction program is building a house in the historic district of Tifton with 100 percent donated goods. The renewable energy participants have installed solar panels on partner organizations' roofs to help the students understand the process and impact of solar energy on farms and other agricultures sites.

4. Partnerships

Moultrie Tech has long-standing partnerships in its community and has strengthened those relationships through the POP grant. Moultrie Tech had numerous strategies to generate commitment and buy-in from partners. First, Moultrie Tech has a strong reputation in the community and a long history of working with some of the partners. Second, Moultrie Tech completed extensive market research when putting together the grant proposal. Third, Moultrie Tech garnered support from local and state champions. For example, Commissioner Ron Jackson helped remove barriers to meet grant objectives, such as modifying standards to allow individuals with criminal backgrounds to work for the state through the internship program. Local champions, such as a partner at the University of Georgia, helped garner product donations from local businesses to construct a house and helped convince employers to hire individuals with criminal backgrounds. Fourth, Moultrie Tech had contracts with partners to deliver specific services to the grant. While each partner has met its individual obligations, the collaboration between partners has resulted in partners providing more than they are required to provide. Partners appear to believe that the program will provide substantial benefits to the community and support the programs as much as possible.

One of the most critical partners has been the Day Reporting Center (DRC) of the Department of Corrections. The DRC has recruited about half of the program participants. Through the grant, the DRC has a case manager to work with students who is welcomed and encouraged to meet with staff and students at Moultrie Tech and is provided space there, as well.

Each partner has clearly defined roles and responsibilities; however, each partner also informally described its role and commitment to job development for the participants. Throughout interviews, informants described promoting the program and the skills of its graduates in countless forums in the community.

5. Program Management and Sustainability

Moultrie Tech's program has a grant manager who guides administrative activities and is supported by case managers, instructors, a job developer, and leadership at the technical college.

During the planning and implementation process, Moultrie Tech carefully listened to the needs of employers and modified the program accordingly. For example, Moultrie Tech decided against teaching the biofuels program because there did not appear to be any jobs available for students. Moultrie Tech also had an internal evaluation of the program which included a mid-term report. In December 2010, the interim report identified successes and challenges of the program that they used to improve the program.

Moultrie Tech has developed formal and informal mechanisms to ensure that partners are achieving goals and best serving the community. First, Moultrie Tech requires either monthly or

quarterly reports of activities. Second, all partners reported communicating with the program manager on a weekly, if not daily, basis.

Moultrie Tech leveraged the expertise of multiple partners and provided a substantial match. For example, the green construction students are building a house entirely constructed of donated materials.

The Moultrie Tech programs will be sustained in different ways; however, no formal sustainability plan has been developed. First, all curriculum was approved by the state, which means that any technical college in the state can use the curriculum and begin a program, if there is sufficient student and/or employer interest. Second, Moultrie Tech is considering broadening the student enrollment for this program to ensure that it serves a wider audience and has the necessary enrollment to keep the programs going. There may also be the opportunity for continuing education seminars for these programs. Third, informants report that the grant allowed Moultrie Tech to purchase equipment that will be used after the grant cycle.

6. Best Practices and Lessons Learned

Moultrie Tech's program is operating in a highly impoverished area with a difficult to serve population. The program has engaged numerous partners and is working to drive local and regional economic development. For the region, the Moultrie Tech program is highly innovative due to its focus on green jobs and the creation of new curriculums.

To date Moultrie Tech has exceeded enrollments, with 358 participants enrolled in the program (the enrollment goal was 350 participants). Moultrie Tech reports about a 25 percent dropout rate, however, the target population is often described as the "hardest to serve" population, which often has high dropout rates.⁶ Since programs last two to three semesters, Moultrie Tech only has eight participants who have exited the program: all of those individuals either are employed or are continuing schooling. A large portion of Moultrie Tech participants will graduate in May 2012 or August 2012, however, the grant ends in June 2012. Informants suggest a 6-month grant extension would result in far greater results given the timing of the program and delays caused by the approval process.

Informants suggest the internal and partner-staffing structure was beneficial to the program. Since the population is hard to serve, Moultrie Tech hired case managers both internally and through partner organizations, such as the Day Reporting Center, funded a job development position, provided literacy and adult education services, and embedded job development in all coursework. Further, administrative staff acted in roles supporting case management and job development.

⁶ An evaluation of programs serving a similar population (i.e. individuals with criminal backgrounds including felony convictions and years in prison) may show a high dropout rate.

Moultrie Tech has a web-based participant management system, which is augmented by case management systems. Moultrie Tech is careful to limit access to the web-based system because of the participant data included online. Moultrie Tech also conducted an internal evaluation to drive program improvement and ensure that the program was meeting participant and community needs.

Moultrie Tech instituted multiple practices to achieve program success.

- Moultrie Tech engaged state and local champions to help remove program barriers and “open doors” for participants. These partners ranged from those in academia who expedited the curriculum approval processes, to local judges who allowed individuals to participate in the program as an alternative to sentencing.
- Moultrie Tech engaged the community, and especially businesses, in meaningful ways. For example, local businesses donated all the products for the home construction.
- Paid internships helped individuals new to the sector gain real world working experience. Within the technical college system, Moultrie Tech was able to hire interns as state employees, creating additional value to the internships.
- South Georgia does not have any public transportation. Moultrie Tech provided a van to pick students up at their homes, if they lacked access to transportation. Moultrie Tech adjusted the course schedules to accommodate for the transportation time. Informants suggested that this service added accountability for students to attend courses, greatly improved attendance, and morale.
- Moultrie Tech worked closely to partner with a traditional four-year university, the University of Georgia, and a community college, ABAC, to ensure that all levels of the training ladder are addressed. Informants suggested all partners have benefited from this structure.
- Because programs were so new to the area, Moultrie Tech took great caution in hiring staff. All faculty were brought in from out-of-state with extensive industry experience. Informants suggest that faculty members’ outside work and living experiences provided validity to the program and helped drive economic development activities in the area. For example, the solar program has taught local agricultural businesses the benefits of using solar panels to generate energy in barns, which will begin to drive local demand for solar panels and installation.

NATIONAL ASSOCIATION OF REGIONAL COUNCILS PATHWAYS OUT OF POVERTY

1. Introduction

East End Community Services (East End) in Dayton, Ohio, was one of several sub-grantees that operated Pathways out of Poverty grant programs through the National Association of Regional Councils (NARC). East End is a non-profit organization that provides a variety of support services to the disadvantaged communities in Dayton. The programs offered by East End range from parental education programs, assistance linking individuals to housing, childcare, and other support services, to employment, education, and training services. Through the Miami Valley Regional Planning Commission (MVRPC)—a NARC member—East End implemented a training program designed to provide interested and eligible individuals with training related to deconstruction and other green jobs. Participants were to receive classroom instruction, on-the-job training, and support services to help them obtain employment. The program was advertised as East End’s “Pathways” program.

2. Program Context

The National Association of Regional Councils (NARC) Pathways Out of Poverty programs served diverse populations in Apache Junction, AZ, Bisbee, AZ, Midland TX, Odessa, TX, and Dayton, OH. To understand one of the programs implemented through NARC, we visited Dayton, Ohio, and spoke to individuals who were involved with the Pathways program implemented by East End.

Dayton, Ohio has faced a significant number of economic challenges in recent years that preceded the current economic downturn but were nevertheless worsened by the recession itself. Dayton used to be a large, prosperous manufacturing town, in which General Motors had a significant presence (the Dayton area used to have the largest concentration of auto manufacturing jobs outside of Michigan). In the past, someone with a high school education could have a comfortable middle-class lifestyle in Dayton. The city once had a population of 220,000. This is no longer the case, and the city continues to lose jobs in spite of the recent economic recovery, with the National Cash Register (NCR), the local post-office, and Eastman-Kodak continuing to layoff large numbers of people. The current population in Dayton is 140,000; there are roughly 15,000 abandoned houses in the community.

The largest employer in Dayton, and in Ohio as a whole, is the Wright-Patterson Air Force base. Despite the area’s economic challenges, the base has remained vibrant through the military’s base realignment and closure (BRAC) process. In fact, the staff at East End and MVRPC attempted to do some work with the base but ultimately found that overcoming security concerns posed too big of a challenge.

By and large, the people who currently live in Dayton tend to be somewhat undereducated and relatively poor. The demographics of the program's participants supported this view. The majority of the program's participants were African-American males ranging from their early 20's to their 50's in age. Three-quarters of the population served were ex-offenders (though many were convicted of minor possession charges and only a few had violent backgrounds), which was due in part to the fact that the program recruited heavily from the ex-offender population. Most of the ex-offenders came from impoverished backgrounds, were unemployed or underemployed, and had little experience in the construction industry. As a result, it was initially challenging for the program to find gainful employment for these individuals. Few of the people who participated in the Pathways program were veterans since few veterans live in the zip codes targeted by the program.

3. Program Description

The job training developed by East End primarily consisted of a 3- to 4-week program that provided training in construction and deconstruction. The training was split between hands-on training and classroom training. The training schedule included 4 days of classroom-based OSHA training, 1 day of lead safety training, 5 days of hands-on asbestos training for supervisors, 2 days of hands-on training at the deconstruction lab, and 5 days of job readiness training. Most of the training was held at the East End Community Services building, though the deconstruction training and HVAC lab training was held at the Sinclair Community College in downtown Dayton (2 days of training). The 5-day asbestos training for supervisors was later changed to 4 days of training for workers, because the supervisor training was judged to be too demanding. Participants who went through the program garnered four short-term certificates: 1) an OSHA 30 certificate for construction, 2) an asbestos abatement certificate, 3) a lead safety renovation/repair certificate, and 4) a painting certificate. Since the inception of the program, there have been 319 people who received this training in 12 separate cohorts.

Outreach. East End utilized several different methods for recruiting program participants. Traditional methods of recruitment, including billboard, newspaper, and radio advertisements were used to attract program participants. More innovative methods of recruiting participants were also utilized, including electronic advertisements on the buses throughout Dayton, which attracted a significant number of clients. East End's partners, including the churches, food pantries, and the Dayton chapter of the Urban League also helped with recruitment. In addition, word-of-mouth was also critical in recruiting participants.

Orientation and Intake. To enter the program a potential participant first was required to fill out an online application. There was a debate within East End about whether to require this, as many of the potential participants did not have Internet access. As a result, people came into East End and signed up on the computer or registered over the phone.

From there, East End staff viewed the list of applicants, determined which of them were eligible for the program based on where they lived, and then arranged for the eligible applicants to come to East End for an orientation session. The orientation, led by East End's main case

manager, provided an overview of the course, as well as outlined what was expected of program participants. At the end of the orientation, the case manager completed the rest of the intake process, which included documenting individuals' backgrounds and getting their Social Security numbers (and eventually information on whether or not they had registered for the Selective Service) through one-on-one interviews. Participants then took a Test of Adult Basic Education (TABE) and a WorkKeys test. In order to proceed in the program, participants were required to achieve a sixth grade reading level and a fifth grade math level. Participants who did not meet these levels were referred to local partners who conducted a GED prep program.

Once participants satisfied these requirements and continued to express a desire to join the program, they would be enrolled. It generally took between 1 and 3 months for a potential applicant to apply for the program and begin the training, depending on the timing of when the next cohort was scheduled to start.

Enrollment and Career Planning. During the orientation, the case manager clearly explained what participants were to expect in the program. Once participants entered the program and began training, the case manager and other members of the East End staff developed a close rapport with the participants. The case manager attempted to speak with participants within the first week of the program to assess their needs and future career plans. He and the primary job developer at East End worked with the participants during the training to help them develop their résumés, build their “soft skills,” and improve their abilities to work productively with their colleagues. Mock interviews were conducted with program participants to increase their employment prospects. Participants were also referred to job openings before they exited the program. Further, once participants graduate from the program, they were still able to speak with East End staff about improving their résumés and soft skills, and they were continuously provided with information about job openings in the area.

Training. As mentioned previously, individuals who completed the Dayton program received 3 to 4 weeks of training. The curriculum that was utilized for this program existed before this program began. However, the modules and the training schedule were created by East End specifically for this program. The first 4 days of the program consisted of 30 hours of OSHA training, which led to participants' receipt of the OSHA 30 certificate. Another day was spent on lead training which led to participants' receipt of the lead safety renovation/repair certificate and a painting certificate. The participants then received 1 week of asbestos training that resulted in the receipt of an asbestos abatement certificate. From there, participants received 2 days of training at the Sinclair Community College lab, where they learned deconstruction. At the conclusion of the deconstruction training, participants received a certificate of completion, but no formal credential. Finally, participants received 5 days of job readiness training.

4. Partnerships

Several partnerships were critical to the functioning of the Pathways program. Perhaps the foremost partnership was the link between NARC, the MVPRC, and East End. NARC—the

principal national grantee—provided funding to its regional partner, the MVPRC, to administer the grant. The MVPRC then approached East End to partner with NARC to administer this grant, even though East End had been pursuing another grant. East End agreed to be the lead grant partner and to help conduct the training, recruitment, assessment, case management, data collection, and other elements critical to the Dayton portion of this grant. Thus, as the grant developed, NARC’s primary role was to provide federal oversight to this grant and the MVPRC provided regional oversight. East End actually implemented the grant program.

The main training providers for this grant included the Sinclair Community College, which provided two days of deconstruction training at its main campus. Other training providers included the Mid-America (Mid-America) OSHA Education Center, and Training Services International. Mid-America sent training staff to East End to conduct the OSHA training over a 4-day period. Training Services International also came to East End to provide 5 days of asbestos training.

The program’s major employer partner was Dayton Works Plus, LLC, which played an influential role in designing the curriculum for this grant. Dayton Works Plus is a partnership between East End, PowerNet of Dayton, and the Architectural Reuse Company. Dayton Works Plus has received funding through the Neighborhood Stabilization Program (NSP) to deconstruct houses throughout Dayton and developed the idea of a training program that would give entry-level workers the training they needed to help with this work. The company hired a considerable number of East End program graduates to deconstruct houses throughout the city, oftentimes providing them with 3 to 6 months of work experience before they moved on to other jobs. The work through Dayton Works Plus, LLC helped to provide these individuals with a solid work ethic and transferable skills.

The Montgomery County Office of Ex-Offender Reentry also helped with recruitment and screening of potential participants. Considering the large number of ex-offenders served by this program (three-quarters of the program participants), this office was able to recruit a considerable portion of the participants who actually went through the program. The office also helped with intake and assessment, gauging individuals’ capability of re-offending through a screening test ranking them in several areas (criminal background, family history, peer associations, employment, substance abuse, and criminal thinking). Individuals with low to moderate scores in these areas were forwarded to East End for potential entry into the Pathways program. In addition, the office helped provide case management services, referring participants to housing, transportation, and food providers throughout Dayton.

5. Program Management and Sustainability

East End, NARC, and MVPRC staff were unsure about the sustainability of the program as the DOL funding came to a close. The skills that participants learned through the Pathways program are transferable to other employment opportunities and East End continued to run its other programs. However, it was uncertain whether the program that they developed specifically as a result of this grant would continue.

Despite the program's uncertain future, those who have completed the program continue to receive several case management services through East End, as well as job referrals. In addition, East End's partnership with Dayton Works Plus helped to link program participants with employment in and around Dayton.

East End's management of the grant helped to ensure the relative success of this program. Initially there was talk of training individuals in more high-tech and emerging green jobs positions, including solar panel installation, weatherization, and HVAC. East End staff was adaptable enough to recognize the difficulty in training sufficient numbers of program participants in such a short time for these positions. As a result, they were able to quickly grasp the needs of employers in the city, and developed a reasonable curriculum that helped them meet or exceed the vast majority of their projected outcomes.

6. Best Practices and Lessons Learned

In its grant application, NARC projected that the East End would train 240 people, with 173 people projected to complete the program, leading to the disbursement of 173 training certificates and all 173 participants being placed in jobs. Actual program outcomes generally exceeded these projections, with 319 people going through training, and 296 of participants completing the training—a nearly 93 percent completion rate. The 296 individuals who completed training received a total of 1,011 certificates, nearly 6 times the projected number, with the result that the program has produced an average of 3.4 certificates per person. However, only 115 of the 296 graduates entered unsubsidized employment following training—less than 40 percent of the total number of graduates. This is partially attributable to the still weak economy, the fact that a number of employers will not hire ex-offenders, and the lack of driver's licenses amongst the population served, which makes it difficult for participants to travel to job sites. Despite the relatively low placement figure, East End staff indicated that if participants truly wanted a job, they could obtain one.

The success of East End in exceeding their training, completion, and certificate disbursement goals was attributable in large part to the screening of the participants who entered the program. East End's screening process was described to us as a "funnel," which served to identify individuals who were most likely to succeed in the program. As people progressed through the interview and selection process, they either self-selected out of the program or continued with training. Clear expectations were provided to participants at the beginning of the program. Participants were told at the outset that the best that the Pathways program could offer to them was to help them get job interviews; no one was promised a job. In addition, participants were given clear expectations of the types of jobs they might receive, which helped ensure that people entered the program with realistic goals. Thus, by the end of the program, the remaining participants were the ones who wanted to succeed and become employed.

Overall, East End staff believed that the program worked due to the successful operation they developed at the center, including the clear delineation of tasks between trainers, case

managers, job developers, and other program staff. In addition, clear divisions of tasks were allocated early on between East End and its various partners, as well as between NARC and the MVPRC, which helped make the program run smoothly.

The staff, partners, and program participants with whom we spoke at East End identified a number of features of the Pathways program and its implementation that they felt were important to the program's overall success.

Excellent Wrap-Around/Case Management. One of the successes of the program was East End's ability to leverage resources from both their partners and internally to provide critical services to program participants. East End, which has existed since 1998, was able to leverage their existing programmatic resources to link program participants with several critical support services, including clothing, housing, transportation, food stamps, food pantries, churches, and other critical partners. Considering that many of the program participants were ex-offenders who were unemployed and underemployed, these services proved to be critical in enabling them to succeed in the program.

Intake Process. The "funnel" process described above helped to ensure that individuals who had the motivation, dedication, and ability to succeed in the program were recruited into the program. The use of orientation sessions, academic skills tests, and one-on-one interviews to gauge the capabilities of potential program participants proved to be quite successful, as 93 percent of the individuals who actually went through this program completed it.

Integrating Employers in the Program. East End was able to work with local employers, specifically Dayton Works Plus, LLC, to develop a curriculum that helped to quickly turn program participants into employable individuals. In addition, East End worked with Dayton Works Plus to guide many program participants into jobs deconstructing abandoned properties throughout Dayton.

Close Personal Relationships. As a result of nearly three-quarters of the program participants being ex-offenders, many did not initially trust the staff at East End to handle their needs. This problem was mitigated largely by the close relationship developed by East End case managers and program participants. East End case managers went above and beyond their assigned duties for these participants, including cooking for them on a daily basis, and acting as liaisons between the participants and their parole officers. These close relationships helped to provide the necessary tools for many participants to eventually complete their training.

In addition to program features described as important to the success of the program, our interviews also identified some challenges associated with the program.

Grant requirements. Some of the features of the grant design posed challenges for the implementation of the Pathways program. Interviewees noted a disconnect between the emphasis on high-tech green jobs and the realities of the labor market. The success that the program was able to achieve was attributed to recognizing this disconnect and shifting the

program to match the training being provided with the existing skills of incoming participants and the actual jobs that they would be pursuing. Further, grant administration was sometimes burdensome, particularly with respect to DOL's RAD system, which was not operational when the grant began. Also, the Selective Service requirement was not clear initially, which resulted in the admission to the program of some individuals who had not been screened for Selective Service registration. When the requirement was clarified, staff at East End worked to verify eligibility for those participants, which was difficult. Finally, interviewees noted that although they were approved for a no-cost extension near the end of the grant, they had been told repeatedly early in the grant that such extensions would not be granted, which caused East End and NARC to delay applying for the extension.

Population Served. Even though the majority of the individuals who went through the program were hard working and dedicated to obtaining the training and improving their lives, the fact that many were ex-offenders created some difficulties. Ex-offenders experienced challenges securing employment after the training had ended. Though Dayton Works Plus was able to hire a considerable number of the individuals who went through the training, other employers were more reluctant. As a result, the employment outcomes were not quite as favorable as East End had originally forecast. In addition, a number of the individuals served by the program did not have driver's licenses. Though East End attempted to aid these individuals in obtaining their licenses, lacking this often precluded many from obtaining employment, as many construction sites require considerable travel. Further, Dayton's public transportation was not extensive enough to serve these individuals in traveling to these sites.

CENTRAL VERMONT COMMUNITY ACTION COUNCIL ENERGY TRAINING PARTNERSHIPS

1. Introduction

Vermont Green was a statewide public-private green jobs training and employment partnership administered by the Central Vermont Community Action Council (CVCAC), the DOL grantee. Founded in 1965, CVCAC is part of a nationwide network of Community Action Agencies (CAA) established by the Economic Opportunity Act of 1964. CVCAC was established to help people achieve economic self sufficiency. Its primary work focuses on outreach to individuals and organizations providing them with information, education, and support services; empowering individuals to develop skills that will allow them to take control of their economic futures; advocacy for programs that provide economic opportunities for individuals in their communities; and organizing individuals, groups, and agencies to identify actions that address social and community issues.

Beginning in 2010, CVCAC began administering the DOL ETP grant funding. The Vermont Green statewide partnership aimed to prepare workers for occupations including energy-efficient construction and winterization of homes, renewable electric power, recycling, and waste reduction, and sustainable agriculture. Vermont Green partnerships fell along its three program components: employer partners, career development counseling program partners, and career training partners. Among the three employer partners, program goals were to train and certify a total of 458 new or incumbent employees in green jobs. Grant program goals also included provision of career development counseling towards employment in green jobs for 440 individuals among its seven Career Development Counseling partners. Finally, the program aimed to train a total of 1,114 individuals among its eight career training partners. Partnership headquarters were located in Barre, Vermont, which is also the headquarters of the grantee organization.

2. Program Context

Several contextual issues affected the grant program and the environment in which it operated. First, as stated by one of the interviewees and repeated by many others, “Vermont wants to make green jobs the cornerstone of the economy moving forward...therefore we [Vermont Green] work in lock step with the state towards that.” There was political will, business buy-in, and community commitment to growing a green economy. As early as 2003, Vermont’s governor stated, “Our concern for the environment needs to be part of how we think about the economy. Remember, it’s a choice between both or neither.”

This policy attitude has helped shape “the Green Valley” vision that ties environmental protection to economic development and promoting growth of a green economy. For example, Vermont became the first State in New England to sign onto the Regional Greenhouse Gas Initiative. This State commitment to a green economy has permeated the business community

in Vermont and fostered the establishment of several industry partnerships and associations, such as the Vermont Environmental Consortium. The grantee viewed the advent of the ARRA funding as fortuitous timing for Vermont, namely, the provision of funding for a State already poised to grow its green economy. The grantee tapped into this existing interest to bring a team of partners together to respond to the RFP request.

Vermont's small population and its geographic distribution were also factors influencing the implementation approach of the grant program. Lack of critical mass at a program level necessitated a statewide approach that tapped into pre-existing networks among Vermont's small businesses, State agencies, and nonprofit social programs. Geographical challenges also presented logistical challenges, leading the program to adjust how it conducted its activities, for example, conducting meetings via telephone or video conferencing rather than in-person. The program also offered mobile training to accommodate logistical challenges, for instance the use of a mobile weatherization demonstration trailer. Furthermore, Vermont's economy is characterized by a network of small businesses operating in regional economies each with its own unique needs.

Finally, the state of the economy impacted the grant proposal, as well as the implementation of grant program activities. While building the partnership and responding to the RFP, the grantee anticipated being able to train new workers and set goals to reflect this. However, as the economy contracted, the program had to adjust to work with increasing numbers of incumbent workers.

3. Program Description

The grant program consisted of three components, as noted: employer partnerships, case management partnerships, and training partnerships. This approach to service provision was new for the grantee and designed to leverage pre-existing systems across the different members of the grant partnership. For instance, Vermont Works for Women (VWW), a case management partner, was already providing employment and social services case management services to its clients. With the addition of grant funding, VWW added counseling clients for training and certification for green jobs to their portfolio of services.

Outreach and Recruitment. The grant program recognized that potential members for the partnership were already using their own recruitment strategies to reach out to their service populations. Additionally, the grantee chose to target at-risk youth, veterans, the disabled, and women in trades typically dominated by men. To actively recruit these populations, the grantee focused on obtaining recruiting partners with experience in serving these populations. It did not develop and print extensive recruitment literature about the grant program, focusing instead on meeting with other organizations and groups who would refer participants to service providers in the partnership. Among these were the Vermont Departments of Labor and Education, Community College of Vermont, the Northeast Organic Farming Association, and the Vermont Youth Conservation Corps. The grantee specifically worked with the Vermont

Department of Labor to identify “green” firms and their training needs. The grant program then took responsibility for developing and delivering the training.

Outreach and recruitment at the partner level typically relied on several approaches. Case management partners reached out to potential recruits using traditional means such as sending e-mails to their listserv of clients, creating a Facebook presence, reaching out to their community networks, and recruiting at workshops and training programs. Some career training partners, such as the trade unions, advertised their programs on Craigslist, while others communicated with high school guidance counselors or posted opportunities on their own internal job listings. Among some employer partners, green jobs trainings were provided for both incumbent and new employees. The grantee worked with these employers to match them to new employees from other programs within the grant program’s network for training and certification.

A common challenge for all the partnership types was finding candidates who had sufficient academic preparation for training and certification. Partners used screening tools to identify candidates requiring remedial education services. These candidates were required to complete remedial training before being enrolled into a training program. Another challenge was that some candidates expected immediate placement into jobs as they viewed the services rendered by the grant program as job placement programs. Some of these partnerships retooled their recruitment and marketing efforts to emphasize green jobs training and certification. Overall, the grant partners were able to meet recruitment goals.

Training and Credentials. Once employer and career training partners recruited candidates into their green jobs training and certification programs, they either offered the training using industry-accepted training curricula within their own facilities, or worked with the grantee to match their clients to partners capable of providing the required training. The grantee worked with partners to match their clients to appropriate partner training programs. It also worked with Vermont Technical College to develop training and certification programs that met the needs of clients from partner programs. On a case-by-case basis, the grantee worked with partners to refer their clients to out-of-State training and certification programs not available within the grantee’s network of partners. Case management partners primarily referred their clients to training and certification programs within the grantee’s network, namely employer and career training partners and/or Vermont Technical College. Some of these case management partners, such as Vermont Works for Women and the Champlain Valley Office of Economic Opportunity, also provided training.

The grantee also developed innovative training methods to provide services to participants in remote rural areas or where gathering a critical mass of trainees was challenging. For example, it developed a mobile weatherization demonstration model to train clients. This model could be driven to remote areas or a central location that brought clients from different regions to one location. It also invested in a mock-up wind turbine model that would facilitate providing hands-on training on wind energy turbines.

Support Services. Among the successful supports and services identified by the case management partners were the provision of gasoline cards to assist participants with transportation needs; assisting clients to arrange car repairs; providing lodging for clients; providing clothing and basic entry level tools such as tool belts, boots, and construction pants; and client follow-up services. The grantee recognized that some case management partners were focused on counseling and support services for their clients and were not particularly adept at job placement services. Consequently, it contracted a dedicated job placement officer at Vermont Technical College to provide this service.

Employer and career training partners did not generally provide support services. One career training partner acknowledged that support services were issues that had not been taken into consideration when applying for grant money, but that observing the benefits from the case management partners had persuaded them to consider creating similar services when writing new grants.

4. Partnerships

Most partners were already part of a pre-existing network, the Creative Workforce Solutions, an informal network that brought together Vermont business, service provision nonprofits, trade associations and unions, and State government agencies to discuss workforce strategies. The grant program brought many of these partners together to focus on green jobs and Vermont's Green Economy. Employer partners include Country Home Products, Northern Power Systems, and SB Electronics, all engaged in the development of energy efficient products such as solar heating panels and electric vehicle components.

There were seven partners actively engaged in providing career development counseling. During the grant writing process, a decision was made to ensure that programs serving youth, women in non-traditional jobs, the disabled community, and communities predominantly affected by poverty were represented. These partners often provided general counseling to their populations on other issues important to specific populations, with career and employment counseling being one of many services offered. Among the key counseling program partners were Bennington-Rutland Opportunity Council Inc. (BROC) – Community Action in Southwestern Vermont (part of the nationwide CAA network), Vermont Works for Women, Champlain Valley Office of Economic Opportunity, and Vermont Coalition of Runaway and Homeless Youth Programs.

The grant program also brought together eight industry organizations, trade unions, and a technical training college to focus on the provision of green jobs training and certification for their members. Among the key training partners were the Homebuilders and Remodelers Association, the International Brotherhood of Electrical Workers Local 300, UA Local 693 Plumbers and Pipefitters, Vermont Fuel Dealers Association, and Vermont Technical College.

Among other partners that did not receive grant funds but were actively engaged in assisting with workforce development were State agencies such as the Vermont Department of Labor,

Vermont Office of Veteran's Affairs, Vermont Regional Workforce Investment Board, and Vermont Energy Investment Corporation.

5. Program Management and Sustainability

The grantee had begun looking for alternative resources to sustain Vermont Green by the time of the site visit. Among their options were funding distinct pieces of the program, such as the case management component. The grantee was also looking into foundation and state funding sources and was confident that the goals of the grant would continue to be important to the State and that some funding would be available. The Vermont Department of Labor was confident that some of the funding would be provided by the State budget, especially if specific target populations were identified. For example, in a recent study of Vermont's long-term unemployed, the Department of Labor realized that approximately 20 percent of these individuals had college degrees and experience in trades that would benefit from retraining in green jobs to meet existing areas of need such as "greening" universities and winterizing homes and commercial buildings. Both the grantee and the Vermont Department of Labor agreed that the grant partners had a long-term perspective on Vermont's Green Economy and "all relevant partners are at the table."

The employer partners' approach to sustainability was to ensure that they were also training their incumbent employees as trainers for future employees. Career training partners such as unions had begun considering using part of their membership dues to continue to provide training services. In addition to membership dues, some unions were considering cost-sharing mechanisms with individuals and contractors. Case management partners noted that they would continue to seek funds from foundations and State agencies to support their case management portfolios, including green jobs counseling services.

Vermont Technical College was already engaged in training Vermont's workforce prior to Vermont Green funding. The grant enabled them to develop training classes in solar, wind, and geothermal energy for grantee clients. To enhance sustainability, the college was exploring opening up this training to clients outside the grant program, such as the New England market, for a fee. Proceeds from the training classes could then be used to hold some spaces for trainees from state programs.

The grant program was generally able to meet and exceed the recruitment and training goals set out in the grant proposal for most of their partnerships. They were facing "more recruits than we can serve." However, an area where they were not as successful was the recruitment of youth. Youth were already engaged with school-based programs and did not enroll into the grant program at the anticipated rate. The Homebuilders and Remodelers Association also faced some challenges in meeting its goals.

Overall, through September 2011, the grant partners had enrolled 1,573 individuals into their training and certification programs. Of these, 1,331 had completed training, 1,204 received certificates, and 1,067 placed in employment. Of those placed in employment, 864 had been

placed in occupations related to their training. Enrollments by program component were as follows: case management partners enrolled 836 individuals; employer partners enrolled 301; career training partners enrolled 314; and other partners enrolled 122 individuals.

While the grant program believed it had been quite successful with recruitment, it also pointed to the introduction of the mobile weatherization demonstration model, the mock-up model of wind turbines for hands on-training, and the purchase of a solar training model by one of the partners as significant outcomes for their first year of operation.

6. Best Practices and Lessons Learned

Utilizing Pre-existing Partnerships. The grantee successfully brought together a network of partners with a common goal of supporting Vermont’s green jobs initiative under the Vermont Green partnership. This success was attributed to its efforts to take advantage of pre-existing networks between businesses, nonprofits, and government agencies such as Creative Workforce Solutions and Renewable Energy Vermont (REV). In addition to sharing a common goal, these partners had already established proven communication, planning, and operational strategies. The grantee involved these partners during the grant writing process to provide diverse and knowledgeable input into the overall design of the grant program. This was critical for Vermont, a small State with unique regional economies, geographical challenges, and a network of small businesses. This approach enabled them to take advantage of synergies already cultivated within the networks. Partners also noted the benefits to being able to work with a diverse group of partners.

Misperceptions about Green Jobs. Some program partners and administrators noted that there were some misperceptions about green jobs training and certification among potential employers. Potential employers expressed a reluctance to hire green jobs applicants as they perceived them to be more expensive than non-certified workers. In addition, some employers were reluctant to train their incumbent employees in green jobs as they thought that training would be expensive. The grantee took a two-pronged approach to resolving these misperceptions. First, it actively recruited employer partners and provided training for employees to become “master trainers” so that employers would have in-built institutional knowledge for future training needs. The second approach was to involve the job placement counselor at Vermont Technical College in educating employers about what it meant to be “a green job certified employee” and that they would not impose additional costs on employers.

Leveraging LMI Resources to Identify Green Jobs and Areas of Need. Vermont’s Department of Labor was the recipient and administrator of a \$4 million LMI Research Grant in Green Areas on behalf of the Northeast Research Consortium consisting of New York, New Jersey, Georgetown University, and direct employers in Indianapolis, Indiana. The goals of this grant were to refine existing BLS O*Net definitions of green jobs and model green job availability over the upcoming 6-12 month period. Information gleaned from this grant was shared with the grantee during the grant writing process. The grant program continued to use these data to identify training needs statewide. In addition, the Vermont Department of Labor was working with the New England

Clean Energy Council and New England Energy Efficiency Partnerships to develop a website that consolidated all green jobs opportunities in Vermont. This information was shared with the grant program.

Job-readiness and Pre-apprenticeships. Career training partners identified green jobs training and certification as meaningful credentials for job placement. However, there was added value in ensuring trainees were also exposed to real-work work conditions by engaging in apprenticeships or hands-on training. The plumbers union cited their pre-apprenticeship program as a good example.

Providing Comprehensive Counseling Services. Case management partners thought that comprehensive screening and follow-up services were critical to ensuring successful training and placement of participants. They noted that not all potential participants were suitable for immediate training and job placement, but rather needed to first address some underlying social problems. In addition, they cited anecdotal evidence that candidates who were committed to green jobs training were more likely to be successful than participants who sought training and certification because they had heard that green jobs were lucrative or were merely seeking any form of employment.

Data Monitoring. The grant program invested in developing a monitoring tool based on DOL/ETA guidelines to assist them in tracking progress. While some partners noted that providing data presented additional burdens, they were still able to provide the information to the grant program on a regular basis. This data monitoring was used to support enhanced program management.

MEMPHIS BIOWORKS FOUNDATION

ENERGY TRAINING PARTNERSHIPS

1. Introduction

Memphis Bioworks Foundation (hereafter Bioworks) is a nonprofit organization working to develop the bioscience industry in the Memphis region through leadership and infrastructure, workforce development, and entrepreneurship. As the DOL grantee and coordinator of the Southern Energy Training Consortium (SETC), Bioworks operated the ETP grant program in the greater Memphis region and surrounding counties. Overlapping three States (formally in Tennessee and Arkansas and informally in Mississippi), training providers and supportive service providers worked across State lines to address the needs of the regional economy.

The grantee partnered with formal partners that included four community colleges, one labor union/trade association, and a nonprofit organization that provided case management and data management services; there were informal partners as well. The training providers leveraged existing curricula and expertise coupled with input from employer partners to produce new or modified training in:

- Solar installation
- Agricultural production for biomass crops
- Sustainable design and construction
- Renewable energy
- Chemical processing
- Plant process operations.

Program goals included serving 450 participants, having 420 complete education or training activities, having 179 complete education or training activities and receive a degree or certificate, and placing 247 in unsubsidized employment.

2. Context

Memphis and the surrounding region were economically depressed and experienced high levels of distress during the recent nationwide economic downturn. In June 2009, unemployment rates in the 26 counties targeted by the grant ranged from 7.9 percent to 18.4 percent, with nearly all counties falling above the national unemployment average. In addition, more than 20 percent of the population in the target region lived below the poverty level in 2005. This economic depression was juxtaposed with a growing manufacturing base of biotechnology and energy related products and State-funded solar facilities. The grant program was designed to marry these two issues by providing skills training in the biotechnology and energy sectors. However, since the grantee and its partners anticipated a slow recovery period, setting goals

for this project required extensive thought and planning, especially regarding job placement, because of the uncertain timing of economic recovery.

Unexpected changes in the economy and local economic development impacted job growth and demand in particular areas, forcing the grantee to adjust elements its program model. For example, economic growth in the solar construction industry was slower than the LMI indicated when the grant application was written, because State investment in solar farms was delayed. As a result, the grantee shifted some of its funding to different training areas with higher projected rates of growth.

This ETP grant program was a 24-month grant. When designing the program, the grantee and its partners felt participants would have the best labor outcomes with more education, especially with Associate's degrees. While participants would be better prepared for the labor market, a large portion of participants would not complete training until the final two months of the grant, however, leaving little time for job placement before the grant expired. The 24-month grant cycle was also challenging because the grant program was limited to the community college academic calendar and did not start most training programs until August 2010. Similar to many other grantees that received site visits for the study, this grant program took nearly eight months to develop or adapt a training curriculum, increase industry buy-in to adequate levels, and receive approval for the purchase of capital equipment.

SETC aligned and planned programming in collaboration with local government and economic development efforts. For example, each of the training providers worked closely with its Chamber of Commerce to ensure training aligned with the local community economic development strategy. The two training providers operating in the greater Memphis region were part of a larger effort to brand the city as a "green" city. The City of Memphis was also part of the grant effort and, as a result, was retrofitting all city government buildings, thus driving demand for the grant training provided.

3. Program Description

The grant program provided a variety of training from five training providers (four of which were community colleges) with supportive services provided either in-house or through contracted services.

The grantee acted as an intermediary, ensuring grant compliance, fair distribution of funds, and appropriate client data collection. It communicated program outcomes through a common web-based case management system, as well as through regular program meetings. The program consisted of a variety of training in various energy sectors from manufacturing to energy production (i.e., solar panel installation) to green building, in order to avoid oversaturating the job market in a single training area. Training in the program was generally focused on building basic skills or expertise in a trade (such as architectural design), but supplemented trainings with green components such as LEED certification.

Each training program was slightly different, with variation across training providers and training types. Training providers offered evening and daytime classes, as well as some Saturday classes. Most classes consisted of some hybrid of classroom learning, hands-on experiential learning, and online learning. A strong emphasis was placed on hands-on learning. For example, training providers invested in capital equipment, such as a biodiesel generator and a mock house for students to practice in different scenarios mirroring the work environment.

Support services varied by location and training provider. For example, the largest training provider, located within a metropolitan area, provided extensive supportive services because the scale of the program allowed the project to hire case managers and job developers. Specifically, Southwest Tennessee Community College partnered with Seedco, a national nonprofit that advances economic opportunity for people, businesses, and communities in need. Seedco staff acted as case managers connecting participants to support services such as child care, transportation, and tutoring, paid for through a variety of sources including the grant. Seedco also operated “Boot Camps” that helped participants succeed in both the academic and the work environment. Topics covered in boot camp sessions included study skills, time management skills, technical writing skills, effective communication, conflict resolution, tips for on-the-job success, resume support, and mock interview training. Smaller sites provided support services through different mechanisms, such as in-house career centers and tutoring services.

Recruitment varied by training provider, but traditional recruitment methods were generally used. For example, most training providers reported recruiting participants through One Stop Centers, public announcements, newspapers, and flyers distributed at public locations.

4. Partnerships

Memphis Bioworks formally partnered with five training providers and Seedco, and informally partnered with Chambers of Commerce, city government, One Stop Centers and employers. The partner organizations had never formally worked together as a group prior to this grant, although some partners had informally worked together before. A highlight and driver of the effectiveness of the grant program was its strong partnerships with a shared vision.

The grantee had sub-grantee agreements with all training providers and Seedco, which defined roles and responsibilities, deliverables, and outcomes. Partners met on a quarterly basis and the grantee met with individual sub-grantees on a quarterly or monthly basis (depending on their role) to work towards meeting outcome targets.

While this partnership was new, the strong central administrative structure helped all partners create a shared vision of the project and the partnership. Each partner recognized its strengths and the strengths of other partners, creating a collaborative environment. As a result of the grant, these partners started planning additional projects and applied for other grant funding together.

“Informal” partnerships were not solidified with a formal agreement or MOU, unless leveraged funding was provided, but they served an important role in administering the grant. For example, local employers helped modify curriculum, provided tours and worksite exposure for students, and assisted with job placement. The workforce system assisted in providing LMI for the application process, and local WIAs supported the grant through One Stop Centers, for example, by referring potential participants to the program. Local governments supported the grant program efforts in a variety of ways, such as helping with job placement, recruitment, and advertising.

5. Program Management and Sustainability

The grant program was managed centrally by the grantee, which ensured grant compliance, monitored program outcomes and spending, and coordinated with training partners in developing recruitment plans, monitoring spending, and reporting participant outcomes.

The grantee served as grant manager, creating policies and procedures manuals for all partners that included all DOL contract definitions and terms. The grantee also provided training to all partners; conducted monthly reviews of goals, procedures, and outcomes; and worked with training partners as needed to adjust training schedules to meet program goals.

Sub-grantees expressed appreciation of the role of an intermediary like Memphis Bioworks as the grant administrator. By taking on a management and oversight function, the grantee allowed the community college and nonprofit partners working in direct service to concentrate on their core strengths.

All project partners leveraged resources through a variety of means. For example, the training providers based programs on existing programs and, in many cases, used existing equipment. The City of Memphis was the largest source for leveraged funds, reallocating WIA dollars for paid internships and providing opportunities to retrofit city government buildings.

The grantee contracted with Seedco to provide case management and data management software and support. The web-based, real-time system allowed each training provider and case manager to view their participant case files electronically, while the grantee could view individual case files and create aggregate reports. Through this system, the grantee was able to carefully monitor partner progress and ensure data were accurately reported.

Sustainability for these programs derived from three sources, although none of the training providers created written sustainability plans. First, all partners were working to create and increase employer demand for the training provided. Second, the community colleges were working to institutionalize programs to be funded by tuition dollars. Third, the grant program was working with economic development organizations to help build a workforce that would attract industry. As the grantee gained a reputation as a green organization, staff worked with the city government to create a level of demand for goods and services.

Participant outcomes were somewhat limited due to the short length of training for most participants. According to informants, a large portion of participants finished training in December 2011 with job placement activities beginning for those participants in the fall of 2011 (prior to completion). The grantee added a full-time job developer to assist the participants in placement and to perform outreach to the employer community on their behalf. However, since the grant ended in January 2012, there was concern about placing participants in jobs at the end of a community college semester and during the holiday season (December and January).

The grant program prided itself on accurate participant tracking supported by the web-based case management system that aligned with the RAD system. Informants could easily navigate the web-based tool and describe policies, procedures, and activities that ensured outcomes were accurately tracked and appropriate program adjustments are made.

While participant outcomes were limited, other beneficial outcomes of the grant were not based on participant outcomes. For example, the collaboration of all partners was noted as a positive outcome of the grant. Members of the partnership, with their shared vision, anticipated using the grant as a jumping off point for regional collaboration in the future. Also, training providers provided a range of certificates, credentials, and Associates degrees that would be valuable to the participant in the context of building a career in the long term.

6. Best Practices and Lessons Learned

The grant program might best be defined by several factors, described below.

- ***Strong central management*** streamlined processes, ensured grant compliance, and created a long-term shared vision among all partners. The central management structure allowed partners to come together in a neutral fashion, share ideas, and prevent competition for training dollars. The grantee helped create a clear delineation of roles, responsibilities, and expectations, which allowed all partners to focus on their area of expertise (training, teaching, providing supportive services) more than project management, oversight, and reporting.

All partners had a shared vision of the project – there was a sense of urgency, a need to help people get work, and a foundation to build a lasting partnership among and between the organizations involved. Once all partners agreed to this shared vision, they used one another’s expertise to maximize results. The consortium model allowed small, rural communities to access resources they would not have been able to access otherwise. Additionally, the rural communities had resources (such as curriculum) that they were able to share because of the partnership. In short, the consortium model allowed for a give-and-take relationship that would not otherwise have existed.

- ***A segmented training approach*** used LMI enhanced by industry sources to identify

multiple areas of labor demand in the service area. The program then delivered training in these multiple sectors, avoiding over-saturating any one sector.

- ***Strong data-tracking systems*** complementing thorough written policies and procedures allowed for data-driven decision making. The central convening agency, the grantee, was able to capitalize on its expertise, especially staff expertise in the area of workforce development and managing DOL funding, to ensure compliance with grant objectives. A web-based, real-time case management and data management system was used to continually monitor grant outcomes and adjust program components and training accordingly. For example, in response to initial job placement outcomes that were lower than expected, the grantee reallocated funds from the pool of funds set aside for tuition to hire a job developer and employment specialist. The training provider, Southwest Community College, agreed to the tuition change due to its strong working relationship with the grantee and the mutual recognition that this change would be best for the program participants.

SER METRO-DETROIT, JOBS FOR PROGRESS, INC. ENERGY TRAINING PARTNERSHIPS

1. Introduction

SER Metro-Detroit, Jobs for Progress, Inc. (SER-Metro) serves a diverse community in both the city of Detroit and Wayne County. SER-Metro, a non-profit organization in operation for the past 38 years, is a long time provider of employment and training services and highly active in economic and community development in southern Michigan. SER-Metro currently operates a year-round Youth, Adult Education, and TANF collaborative and an Alternative High School in partnership with Hazel Park Schools. SER-Metro was previously the One-Stop Career Center operator in the area and has managed more than \$300 million in Federally-funded contracts, including a six-year, \$43.6 million DOL's Labor Youth Opportunity Program.

Beginning in 2010, SER-Metro began operating the Regional Energy Efficiency Partnership Training Program (REEPTP) under the ETP grant. As the grantee, SER-Metro's goal was to recruit and train 340 individuals in 12 cohorts for occupations in energy efficiency, building construction, retro-fitting and deconstruction. The grant program consists of six training "tracks," starting with a foundational "Convergent Technology and Energy Efficiency" course requiring 390 hours of combined classroom and hands-on instruction. Upon completion of Track 1, participants may enter employment in qualified occupations (Track 2), pursue advanced training to become a Residential Wireman or Laborer's Apprentice (Tracks 3 through 5), or participate in "up-skill" training for installation of solar photovoltaic panels (Track 6 – for Journeyman Electricians only). As of August 2011, the program had recruited 207 participants in 10 different cohorts.

2. Context

Southeast Michigan, in both the city of Detroit and Wayne County, have been hit extremely hard by the recession, with the auto industry slowdown felt years before the official national recession hit. In addition to the high unemployment rate, when the grant application was written, approximately 50,000 people in southeast Michigan (over 25,000 in Wayne County alone) were expected to exhaust their unemployment benefits in January 2010.

To address these challenges, the grantee targeted individuals displaced from the automotive industry, which made up about 20 percent of the unemployed population in their service area, as well as minorities and women. Approximately 25 percent of the population was female and 10 percent new citizens. To be eligible for the program, applicants needed either a GED or high school diploma. The average age for training participants was about 30, with participant ages ranging from 19 to 63. Although some participants had construction experience, most did not and were seeking training to establish a new career path. A number of participants (about 10 percent) left the training program because they had been called back for jobs or were not able

to support themselves financially during the program and had to take a job. Some individuals, however, were able to temporarily exit the program and come back with the next cohort.

3. Program Description

Outreach. The grantee used a variety of marketing and outreach mechanisms to recruit participants, including posting flyers, conducting onsite information sessions at community agencies, e-mail broadcasts, profiling (using database data to identify candidates) and telephone calls. Advertisements were also placed at One-Stop Career Centers, churches, and other areas, and the program was marketed at career fairs and at Detroit Edison, the major utility in the State, to bring in new participants. It appears that most individuals heard about the program by word-of-mouth.

Orientation and Intake. The grantee conducted orientation sessions centrally, as well as onsite at community agencies. These sessions were performed by intake/outreach specialists. The participants were asked to bring documentation including a driver's license, Social Security card, high school diploma or GED, and proof of unemployment insurance. Those without a valid driver's license or a diploma/GED were ineligible for the program. Participants were asked whether they were comfortable working in the conditions required by the program (outdoors, with heavy machinery, noisy environments, etc.), why they were interested in joining the program, and what immediate and long-term career goals they had. Participants who met the basic qualifications were then TABE-tested the same day and had to demonstrate an eighth grade math and reading level; if they fell below this threshold they were provided with a username and password for accessing the Plato Online Learning Management System software for self-directed remedial education. Finally the participants had to pass a criminal background check, a drug test, and a physical examination. Once all the criteria had been met, the intake/outreach specialist scheduled the individual to meet with a career coach to begin the enrollment/career planning process (referred to as an "orientation letter appointment").

Enrollment and Career Planning. During the orientation letter appointment, the participant and the career coach put together a Customized Career Plan (CCP) to document educational and personal goals. The CCP documented any barriers to employment or training and helped connect the participant to appropriate supportive services. The career coach also provided participants with an introduction to O*NET so they could continue to research the occupation and industry they were interested in. The CCP was revisited during the sixth week of training. Somewhere between the tenth and twelfth week of training a "team review meeting" was scheduled so that participants could begin working with an employment specialist to review and upgrade their resumes and begin taking other steps to ensure job-readiness.

Training. Among the six training tracks in the grant program, Track 1 represented the core, lasting for 390 hours over a 16-week period and segmented into three "tiers." Tier 1 included three academic courses consisting of a Career and Professional Development course and two Sustainable Environmental Design courses involving classroom instruction. By completing these courses, participants earned seven credit hours at Wayne County Community College (WCCCD),

where the training was conducted. Tier 2 instruction consisted of technical, hands-on training in environmental health and safety (six classes), general construction (six classes) and weatherization installer techniques (seven classes), lasting a total of 205 hours. Finally, additional classroom instruction consisting of weatherization supervisor training and energy auditing was provided in Tier 3, which lasted 80 hours. Upon completion of the course, the participant received an overall Convergent Technology and Energy Efficiency Certificate from WCCCD, in addition to other certifications and licenses.

4. Partnerships

The grantee's the training partners were WCCCD and Detroit's Working for Environmental Justice (DWEJ). There were six different WCCCD campuses, but most training programs were operated from the Eastern Campus Corporate College. WCCCD staff conducted the academic classroom portion of the training and DWEJ provided the technical hands-on training.

Pre-apprenticeship and apprenticeship training opportunities were provided by the International Brotherhood of Electrical Workers (IBEW) at the Detroit Joint Electrical Apprenticeship Training Center (DJEATC) or the Michigan Laborers' Training and Apprenticeship Institute (MLTAI), depending on the career path chosen by the participant. DJEATC also provided "Track 6" training for solar thermal installers and technicians.

Other partners included the Detroit Workforce Development Department (DWDD) and various employer partners. The DWDD's primary contribution to the program was conducting referral activity. Employer partners provided continuous input and feedback regarding the training curriculum and types of certifications and skills that should be targeted, as well as job opportunities, such as residential energy efficient installation, for graduates of the program.

5. Program Management and Sustainability

The grantee and its partner staff believed there would continue to be an increase in the demand for energy efficiency technology and services, particularly because of the aging housing stock in the Detroit metropolitan area and the investments and advances being made in alternative energy nationwide. The Neighborhood Stabilization Program (NSP) later provided funds for purchase and redevelopment of foreclosed and abandoned residential properties, which provided a number of new projects for the employer partners and employment opportunities for graduates. Several skills alliances were funded by the State, and the Green Skills Alliance (part of the Detroit Regional Workforce Fund) convened green business leaders in the region to identify ways to support their shared industry and workforce needs. Detroit Energy (DTE) and the big box stores (e.g., WellHome, a division of Masco) were part of these alliances.

The grantee and its partner representatives envisioned many career opportunities in the region, including energy auditing, solar panel installation, electric car charging station installation, and wind turbine maintenance. Representatives from the IBEW believed that the

growing demand for electric cars would spur the development of an electrical infrastructure that would require numerous workers with specialized skills and training to build. Although training graduates would require additional training to transition into these careers, the grant program would provide an excellent foundation of skills for these careers.

Of the 207 people enrolled in the program, very few left without completing the training, although there was some attrition due to auto industry callbacks. Much of this success was attributed to the quality and rigor of the prescreening activities conducted by the grantee, as well as tutoring and learning labs that were available to the participants through WCCCD. The first training class (Career and Professional Development) was purposely designed to make participants aware of the stringent time and work requirements associated with the training program, as well as the investment being made in them by the community. Therefore, if a participant decided to drop out, it generally occurred before significant training time and monetary investments had been made.

The grantee reported that 18 of 20 participants from the first training cohort obtained employment in occupations consistent with the training they received. Still, there was some difficulty with job placement due to the lack of local, regional, and national economic growth. Some of the job opportunities offered to training graduates also turned out to be quite different from initial expectations. For instance, one company had been offering what appeared to be energy-efficient equipment installation jobs, but the participants soon came to realize that the jobs were in fact door-to-door equipment sales jobs.

Overall, the program was quite successful in linking the unions, employers, college, and a number of other partners. This aided the smooth implementation and operations of the program and would continue to contribute to positive employment opportunities and outcomes for the graduates.

6. Best Practices and Lessons Learned

Community Referral Partners. The grantee's recruitment strategy increased the number of qualified candidates to the program through eligibility determinations that occurred on-site at CBOs, non-profits, and other agencies that provide services to their target population.

Job Coach Mentors. The grant program used job coach mentors from DWEJ and the DEJATC). DWEJ provided resume development and interviewing skills services for program participants and DEJATC provided technical math training and linked participants to on-the-job training and apprenticeship opportunities.

Job Development Teamwork. Employer partnerships were established through Business Services team members who worked together to make personal one-on-one visits with employers. These meetings seem to have had a greater impact than conducting job development through e-mails and phone calls. Labor Market Information (LMI) was reviewed regularly to establish field work schedules and target employers with strong potential to

become employer partners of the grantee. Hiring events were also scheduled to coincide with participant graduations.

Leveraging Resources. The grantee was able to leverage additional resources to support training participants from the Center for Working Families (CWF), which included financial and career coaching and income support.

Client Feedback for Program Improvement. Through the “REEPTP Program Feedback” form provided to participants at program exit, the grantee was able to gather participant feedback for use in making changes in the program where necessary. The form contained a number of questions regarding participants’ experience with the overall training program, as well as the training instructors, career coaches, and other individuals they worked with. The form also allowed the participants to offer suggestions about how to improve the program.

AUSTIN ELECTRICAL JATC ENERGY TRAINING PARTNERSHIPS

1. Introduction

The Austin Electrical Joint Apprenticeship and Training Committee's (JATC) Comprehensive – National Electrician Solar Training project (hereafter C-NEST) grant program was a partnership between Capital Area Workforce Solutions, the Austin Electrical JATC, and Imagine Solar. C-NEST provided solar (photovoltaic) and smart grid training to four target populations. Grant target populations included: unemployed individuals, sub-apprentice construction electricians, apprentices, and journeyman.

The program was headquartered in Austin, TX with the majority of training conducted at the headquarters. Training was also delivered in 12 cities in the southwest United States, including San Antonio (TX), Dallas-Fort Worth (TX), Corpus Christi (TX), McAllen (TX), Amarillo (TX), Oklahoma City (OK), Tulsa (OK), Topeka (KS), Wichita (KS), Albuquerque (NM), and Phoenix (AZ).

2. Context

The C-NEST program was managed from Austin, Texas with training locations in five states with dramatically different economic conditions. At the time of grant application, the economy in central Texas, and Austin specifically, was stronger than in other parts of the nation, with potential for job growth in solar industries. Specifically, the greater Austin area had two to three solar farms under construction or development. Further, LMI suggested the workforce was not properly equipped to address industry needs.

Some highly localized areas of central Texas and other regions served by the grant were not in the same economically stable condition as Austin, however. For example, Bear County, which includes parts of the San Antonio region, is defined as an auto-impacted area. The grant also expanded to serve a five-State area, including Arizona, Kansas, New Mexico, Oklahoma, and Texas, which had varying economic conditions.

Local economic growth during the grant period impacted project implementation and training distribution by location. For example, some of the planned solar farms in the Austin area did not come to fruition, while the San Antonio area had greater than anticipated growth in solar construction. As a result, there was greater demand for training in San Antonio than Austin.

The Austin Electrical JATC, Imagine Solar, and Capital Area Workforce Solutions worked in close partnership to administer and implement the grant; however, the SGA requirements impacted the actual design of the project. For example, the SGA required a nonprofit organization to be the grantee. The three grant partners wished to equally share responsibility for the grant with each organization tasked with specific program elements, however only the Austin Electrical JATC was eligible to be the grantee. Specifically, the Austin Electrical JATC and Imagine Solar were best suited to recruit sub-apprentices, apprentices, and journeyman, train all participants,

and place all participants in jobs, but were not experienced managing the fiscal and administrative elements of DOL grants. Capital Area Workforce Solutions was best suited to act as the grants and fiscal manager, as well as recruit unemployed individuals; however, the SGA limited their role structurally. After receiving the grant, the partnership was able to redefine and determine roles and responsibilities within the DOL structure.

3. Program Description

The grant program offered a single track of programming with some selection of specific classes (listed below); however, enrollment and basic skills classes were required for some participants. The grant program targeted four populations, with two general tracks based on their skills and knowledge in the industry prior to entry. The four populations included: unemployed individuals, sub-apprentice construction electricians, apprentices, and journeyman. Unemployed individuals and sub-apprentice construction electricians were required to complete additional steps during enrollment and attend basic training, called “Take 5.” Apprentices and journeyman were recruited through traditional union methods and only participated in the more advanced training.

Unemployed individuals and sub-apprentice construction electricians were actively recruited in the community and enrolled through a multi-step process. First, these individuals were recruited through the One Stops Centers or community partner organizations. At these locations, individuals would fill out applications, which were given to a single point of contact at Capital Area Workforce Solutions. The staff point of contact would review applications, assess if applicants met eligibility requirements (including attainment of a high school diploma or GED), and follow up with individual applicants. Applicants had to meet and provide documentation to substantiate they met one of four eligibility categories: 1) unemployed worker, 2) individuals in need of updated training related to the energy efficiency and renewable energy industries, 3) veteran or past or present member of the reserved components of the Armed Services, and 4) workers needing to upgrade skills in their industry based upon national policies. Participants also had to take a math competency exam if they could not provide proof of having taken high school algebra. If an applicant met eligibility requirements, they would then set an eligibility appointment at the Austin Electrical JATC. Once an individual passed the math competency exam and provided all required paperwork, they attended a two-hour orientation. During this orientation, participants received a “roadmap” of their training, which began with basic training, followed by optional, advanced training. After orientation, participants enrolled in the basic training, called “Take 5.”

Take 5, the entry courses for the grant program, and other sub-apprenticeship programs at the Austin Electrical JATC, consisted of a series of five courses taught by the Austin Electrical JATC. These courses included: Electrical Code, OSHA 10, Safety, First Aid, and Code of Excellence. Upon completing these courses, students could then enroll in the more advanced courses.

Apprentices and journeyman were not required to participate in the Take 5 training and were recruited through different means than unemployed individuals and sub-apprentices.

Specifically, most apprentices and journeyman learned about the program by reading the IBEW newsletter, from union hall meetings, or through the union website. If an apprentice or journeyman expressed interest in the program, they reached out to the JATC to complete the required paperwork and provide all required documentation. Once paperwork was complete and required documentation provided, apprentices and journeymen could participate in advanced training.

Advanced training was provided by Imagine Solar, either at its joint location with the Austin Electrical JATC or at the sites of another JATC. All advanced training fell into one of the following five categories:

- PV System Design & Installation
- Advanced PV System Design & Installation
- NABCEP Alternative Experience Pathway for Electricians
- Smart Grid
- Solar PV Economics and Technical Sales

Over time, the grant program adapted some program elements based on participant feedback and program outcomes. For example, originally the program intended to provide “train-the-trainer” workshops in Austin, the graduates from which would then replicate course offerings in other cities. Over time, they realized training was of higher quality and more efficient when Austin-based trainers went out and provided training directly to sites. Imagine Solar contributed equipment and materials to make training tools transferable and mobile to other sites. Another example of program adaption was adjustments made to the course schedule. Over time, the grant program began offering more courses on nights and weekends to accommodate working participants. Imagine Solar also began to use “Triple O training platforms,” consisting of onsite, online, and online live training components.

The grant program had no support services and no formalized job development practices. Capital Area Workforce Solutions could provide support services to unemployed participants that entered training through the One Stop system. Also, the grant program did connect with participants via Linked In and follows up regarding job placement and retention. Since the majority of participants were sub-apprentices, apprentices, or journeyman, most had jobs upon enrolling in the program to which they could return.

4. Partnerships

The cornerstone of the grant program was the partnership between Capital Area Workforce Solutions, the Austin Electrical JATC, and Imagine Solar. The partnership between these three organizations began prior to the grant. In fact, when the Austin Electrical JATC applied for the

grant, the grant was a shared activity, with the Austin Electrical JATC only named as the grantee due to SGA requirements. The three organizations had already detailed specific roles and responsibilities. The partnership was solidified through contractual agreements. However, the agreements were created only to meet DOL requirements; the partnership would have been successful without written and signed agreements.

The Austin Electrical JATC and Imagine Solar began sharing space at the beginning of the grant, which made the decision process for training quick. The flat structure and limited partners made it easier to create a program, make decisions and program adjustments, and quickly implement program activities.

5. Program Management and Sustainability

The grant program was managed through the three partner organizations with clearly defined roles and responsibilities. Capital Area Workforce Solutions managed the fiscal and administrative elements of the grant, supported by administrative training activities by Imagine Solar and the Austin Electrical JATC. Austin Electrical JATC, as the grantee, provided basic training and gave final sign off to some grant activities. Imagine Solar worked closely to schedule and conduct trainings, while remaining flexible to program needs.

Through the grant, training equipment was purchased that would continue to be used after the grant, thus sustaining training activities. The grant program also did some train-the-trainer activities, which were expected to expand the future training capabilities of all training organizations involved. The Austin Electrical JATC was also working to institutionalize solar and smart grid training in five-year apprenticeship programs through: curricula integration; pilot programming; and statewide implementation.

The grant program exceeded enrollment outcomes. According to the 12/30/2011 quarterly report, it had enrolled 1800 individuals, with 1318 exiting training. Of that total, 1452 were incumbent workers and 295 were unemployed individuals. Of the 295 unemployed individuals, 91 entered employment, with 59 having retained employment for six months.

Each quarter the three partners reviewed the quarterly report and work plan to determine if the project was on schedule and serving the appropriate number of individuals. At the beginning of the grant, the partners formally met on a weekly basis. The close nature of the partnership, shared space among partners, and the limited number of partners made communications and close monitoring of program outcomes a basic element of program management. As of the date of the site visit, informants expected to meet all programmatic outcomes by the close of the quarter (6/30/2012).

6. Best Practices and Lessons Learned

The grant program was a simple, streamlined program with limited yet strong partnerships. While the program did undergo some changes during the grant period, the program design was

clearly articulated and implemented during the grant cycle, aligning with the initial goals identified in the proposal.

Informants suggested several best practices and successful program elements. These included:

- The three partners worked very closely in a flat organizational structure. Few individuals needed to be involved in making decisions, which helped things move quickly.
- Each partner had clear roles and responsibilities in the grant, allowing each to focus on its area of expertise.
- Each partner valued its relationship with the other organizations and understood that communication was necessary to maintain that relationship. One informant said it was an “easy group to work with,” making project management and training delivery “a piece of cake.”
- The program used DOL funds to establish a state-of-the-art training solar training facility that would be used after the grant period ended. Participants were trained on a variety of technologies, which helped them understand the applicability of different technology to different areas.
- The program provided training in a large service area and developed hybrid training models with on-going online training delivery, including introducing participants to how online courses work. The target population, unemployed individuals, pre-apprentices, apprentices, and journeymen, often lacked basic computer skills. The online training components required basic computer training such as how to set up an e-mail address.
- Training course schedules and times were adapted to meet participants’ schedules.

During program implementation, some external factors required program changes and flexibility. For example, market and employer requirements changed over time, which required innovation in training delivery methods, especially in cities other than Austin. Local economic conditions, as well as government and utility incentives, drove demand for solar installation work unexpectedly in some of the training markets. Again, this required flexibility in meeting the training needs of the workforce in those localities.

H-CAP, INC.

ENERGY TRAINING PARTNERSHIPS

1. Introduction

H-CAP, the ETP grantee, offers training in green skills for entry-level environmental services workers and job seekers in the healthcare industry. “From Entry Level to a Green Career: National Green Environmental Service Worker Project” is a national project, operating through sites in Washington state, California, New York, Maryland, and the District of Columbia. H-CAP helps to coordinate and provide training in partnership with their financial and administrative partner, the 1199SEIU Training and Employment Funds Labor Management Project. While this is a national project, we visited the program being run in New York, so this report reflects the New York site rather than the entire national implementation. The New York program is offered through the SEIU 1099 employer training fund, which covers hundreds of employers. In New York, a portion of the union training funds is set aside for labor-management initiatives, designed to assess the needs of both employers and unions and provide appropriate training. Each site of the national program identifies and partners with specific employers, and offers the training activities to both incumbent and potential employees of those firms. For this particular program location, three hospitals that have particularly contributed to the employer training fund participated in the ETP grant training activities: New York Presbyterian, Montefiore, and NYU hospital. As a condition of the DOL ETP grant, the employers were each expected to create one new green position for program participants. The green training provided through the grant was meant to align with the hospitals’ need to train employees to reduce hospital acquired infections (HAIs), as well as to provide some customer service training.

2. Context

The training at this site attempted to focus on the proper disposal of material, how to clean properly so as to reduce waste and HAIs, and the general disposal of waste. A training model was developed that trained supervisors and employees in Environmental Services (EVS); the expectation was they they would then train their peers.

The biggest challenge in the communities served by the ETP grant was the economic challenge faced by the employers. Due to the economic challenges, employers were not hiring to fill new or vacant positions, and workers were not leaving their jobs. Staffing shortages and limitations also affected the amount of time needed for implementing the training program, because employers were more reluctant to allow their employees to spend on-the-job time at the training sessions. To determine how many program participants would be likely to obtain employment after completing the program, H-CAP worked with employers to project the number of employees that would be needed in these positions. H-CAP then reduced these numbers to create a more conservative estimate; but even with those revisions, employers did not hire nearly as many people as projected.

There was also a challenge with language and literacy. Of the entry-level workers being trained at the New York site approximately half were African-American, with large Latino and Asian-American populations as well. Some of the workers were able to read and write well, but others had trouble with English and/or literacy problems.

There were also some administrative struggles with the grant structure, ranging from a lack of sufficient national staff to oversee the local-level program implementation, to continuous struggles in using the RAD system and standardizing the way local program administrators kept and submitted records.

3. Program Description

Program Components. The grant partners developed four different training programs as part of the green career pathway: a pre-hiring training program, a green training program, a college prep program and, finally, the Sustainability in Healthcare College Program. These programs, provided by local labor management partners, were a combination of both a new and an old training model. The EVS training was completely new, as green healthcare is an emerging sector. However, the labor-management structure and the system of affiliates and partners engaged in the grant were largely preexisting, and respondents noted that it was important to have the involvement and buy-in of the supervisors.

Training was initially conducted on-site with supervisors and employees (mainly hospital cleaning staff) working together to understand how to properly dispose waste and work together. Individuals interested in becoming peer trainers would receive an additional 16 hours of training to gauge their ability to effectively communicate the training to other employees. There was a two-day boot camp to provide this “Train-the-Trainer” training, which focused on effective communication, adult-learning strategies, putting green policies in context, and other skills. Participants who completed the train-the-trainer and the overall program received a certification of completion. There was also a certificate program offered through the colleges that gave a portable certification.

The grant partners discussed and vetted with the employers the topics of the curriculum, especially focusing on developing SMART goals. The employers reviewed both the curriculum for the on-the-job training (OJT) and the topics of the program. The grant also involved development of a college course, which took into account the desired skills and competencies (including math, science, and environmental sustainability components) for people who would be filling the newly created green positions.

Participants felt that the support services offered were adequate. The union and management both offered important help, including a flexible work schedule and support for personal issues that arose during the training. Weekly conference calls between instructors and program staff helped to identify students who needed additional academic support, and these participants received instructional time from a tutor.

Recruitment and Assessment. For the core participants who worked at the three participating New York hospitals before the program began, recruitment was automatic once employers joined the program. For the grant program’s train-the-trainer program and the college courses, recruitment involved flyers, interviews, presentations, and extensive efforts to ensure the success of potential trainers. For pre-hire participants (who were not already employed at the hospitals), recruitment was done through the employment centers and the One-Stops (though grant staff reported that the candidates from the One-Stops were largely inappropriate for the job). Participants in the college course learned of it through the union or through their coworkers, and saw it as a good opportunity to move up in their careers. College course enrollees were required to have high school diplomas or GEDs, and were interviewed to determine their skills and dedication to the training. The grantee noted that there was some confusion with DOL over whether or not they needed to collect social security numbers or selective service information from participants.

4. Partnerships

The grantee made use of several key national partners: the Labor Management Initiative was extremely important in helping H-CAP navigate the labor-management relationship; Healthcare Without Harm had content area expertise, and worked with the North Seattle Community College to design the curriculum. The union’s Education and Support Fund did a lot of health and safety education. Local affiliates of the grant, such as the union local in New York, made use of existing partnerships as well, especially in identifying employer partners. The three employer partners generally were committed through the duration of the program, though in one case a hospital closed before the grant program began.

The most important leveraged resources were from the employer partners, i.e., the hours employee participants were able to take off from work so they could attend the training. Supplies and staff were provided by local union partners, and the SEIU was able to provide some funding from its health and safety funds.

5. Program Management and Sustainability

Trainers were selected by a committee of EVS workers, managers, and union representatives to ensure that the people who went through the program were representative of the workers on the ground.

The grantee and the SEIU were working on a formal sustainability plan during our visit. One piece of the plan was to get the trainers who went through the “Train-the Trainer” program to work in the local hospitals and continue training their peers. In addition, they were convening the trainers and new workers to do staff development to prepare the hospitals for future sustainability post-grant. The possibility of getting continuing funding from the SEIU was also noted.

However, on a site-by-site basis the continuation of the program was expected to vary. In Seattle, they had two different sources of funding: (1) a community college grant, which adapted the college course to other departments in their hospitals; and (2) a foundation grant that helped cover some of the lost wages and offered on-the-ground green training as well as develops new courses. This was noted as ensuring that they would continue the program after the grant ended. In Baltimore, where the program struggled, grant staff were working with local funders who would like to continue this project in local hospitals.

To ensure program goals were met, the national administrators had monthly program implementation meetings with the local affiliates to discuss progress on deliverables and any questions they might have. They also had weekly calls to make sure the local implementers were meeting the requirements of the grant. These meetings also provided feedback from the employer partners.

Because training was conducted in worker-management pairs, this allowed the program to establish trust between the two groups. Many employers were surprised and happy to see that their workers had the level of skill to implement the program. As a result, supervisors and employees began to see each other more as peers and to move beyond the older supervisor/employee dynamic. Overall, it was important to make the employers and employees recognize that they were part of a larger care-delivery team.

Although prior to the grant program the EVS workers often felt ignored by or irrelevant to upper management, many EVS workers who completed the trainings found they received greater recognition and respect from employers as a result of their increased knowledge and their ability to advocate for green practices. For example, in Seattle, one of the EVS workers conducted a waste disposal and recycling training for incoming doctor's fellows. These types of activities represent a major improvement in the normal relationship between doctors and EVS workers. The program also spurred some participants to consider secondary education who might not have done so otherwise.

There were no concrete figures on cost-savings, but anecdotally, hospitals in New York saved considerable amounts of money in reduced waste disposal.

6. Best Practices and Lessons Learned

Respondents said that the models for the curriculum, the train-the-trainer, and the project models were keys to the success of the program.

Another factor for success was the existing labor-management relationship, which was present in New York, but lacking in some other sites. A functional labor-management relationship made it easier to coordinate with employer partners and led to smoother implementation. In places where this was lacking, respondents would recommend more labor-management training prior to program implementation.

In contrast to other programs H-CAP has administered, this program combined quality initiatives with educational initiatives. The program benefitted both employer and employee, which was seen as somewhat unusual; often the positive effects of benefit funds for employees are not easily seen. There was also a real transformation in the relationship between employers and employees to one of mutual respect.

The peer training model was viewed as very effective, and the education and training that participants received had value in the workplace. One relevant lesson learned was that all stakeholders should be involved in the trainer selection process, and that on-the-ground implementers (in this case, the initial trainers in the hospitals) needed to be able to provide input into the development of the curriculum. The hands-on component of the training helped to combine both practical knowledge and contextual knowledge, so that participants gained a broader understanding of what they learned.

The grantee believed that to sustain this program in the future, there would need to be a wage replacement component for the hospitals and other employers that participated. In addition, to accommodate tight schedules, the training should be offered in shorter amounts of time, such as one-hour blocks, to ensure that employers could give their employees the necessary time off. At the same time, it was felt the program as a whole could be extended over a longer time, rather than packing all the information into a relatively short period of time.

Nationally, because each site faced different challenges and had a different labor-management relations history, it was important that the program and curriculum were customized for each site in order to work within the existing relationships and maximize usefulness to the employers. The implementation of the program as it was carried out in New York, for example, would not have been as successful in other sites with a different labor-management relationship.

In all sites, the grantee felt it was important to maintain communication between partners. One of the ways program administrators reassured employer partners was by providing examples of the positive aspects of their model and how it had integrated employers and employees well.

TRANSPORTATION LEARNING CENTER ENERGY TRAINING PARTNERSHIPS

1. Introduction

The nationwide Transit Green Jobs Training Partnership aimed to prepare workers for careers in public transportation, an industry that is embracing energy efficient technology. The program was designed to expand industry training activity and capacity in a sustainable way. It was implemented through labor-management partnerships and the support of an emerging national transit training system that includes standards, apprenticeships, and certifications to assist stakeholders in designing or enhancing programs that incorporate renewable energy, energy efficiency, and other green-related technologies and skills.

The Transportation Learning Center (TLC) created a national grant structure for the ETP, with four sub-grantees: the transit agencies in Columbus, OH; New Jersey, New York, NY; and Utah.

2. Program Context

The grantee targeted transit agencies as opposed to communities in need of training. While there was some variation in the challenges faced by the sub-grantees, the transit agencies selected for this program were all facing an increase in the technological demands on employees, decreasing budgets, and an aging workforce. The grantee conducted a skills gap analysis in each site to determine where skills needed to be improved to meet the growing technological demands on transit employees.

The grantee was interested in training bus operators, since this was where most of the jobs were. It was hoped that the grant would involve significant community outreach and hiring, but the public sector finance/economy did not allow for significant new hires.

The grantee used LMI when developing the grant strategy, but the outlook changed significantly after the grant was awarded. Two of the sub-grantees, New York City and New Jersey, were reported to have been especially affected by the recent economic downturn. Due to the budget and employment uncertainty with the New York City transit agency, the grantee had to find different ways to work with that agency. Columbus, Ohio and Utah were less affected by the recession.

Ohio, the site visited, had its own challenges. The Columbus transit agency was facing the challenges of increasing ridership and a massive wave of new technologies hitting the industry. As the Federal government was not providing operating assistance, significant capital money had been spent on new equipment, requiring current workers' skills to be upgraded in order to operate and maintain the new equipment. Training was needed for both the aging workforce and for future employees. Beginning in 2013, there was going to be a transition into natural gas, intensifying the demand for new training. The challenge was to sustain the training of individuals in the long term.

3. Program Description

Recruitment and Enrollment. In general recruitment was not necessary for this grant program as the vast majority of participants were incumbent transit workers. In New Jersey and Utah there were some openings that required coordination with the local WIBs to fill.

Support Services and Case Management. As all four sub-grantees trained incumbent workers, no elements of case management services were provided. However, limited support services were provided to the program participants through grant funding. In Columbus, Ohio, for example, employees were reimbursed for travel costs to some of the training sites. In most cases, any support services that were provided were offered to all transit agency employees and not, therefore, funded with grant dollars. Employees were not assessed for placement. Rather, the skills assessment findings were applied in aggregate to all employees. In Ohio, some employees received remedial education. Everyone went through a basic computer class before they went into the technical program.

Training. The types of training delivered and the curricula for which credentials were earned varied by sub-grantee. Skills gap analyses helped the sub-grantees determine the areas where training was needed the most. One sub-grantee developed new curricula (Utah) while others used existing training programs. All training was either classroom based or a combination of classroom and OJT based. In total, 43 different training courses were offered across the four sub-grantees, ranging from one-half hour to 144 hours in length.

Each of the sub-grantees either already had training staff in place or retained contractors to provide the training. The sub-grantees made all procurement decisions themselves. The grantee was not involved in sourcing the training but did report having discussions about vendors and/or community colleges. In New York City, due to the specialization of the training, outside vendors had to be identified because the agency did not have in-house training capacity in those specific skills. Training providers were sourced consistent with DOL regulations on procurements, and the grantee tried to assist the sub-grantees in how to approach the procurement task.

In Utah the skills gap analysis identified some specific needs and Utah hired a vendor that worked on taking the skill gaps and developing curriculum material around them. New Jersey did something similar, but developed the curricula themselves. Ohio used the same vendor as Utah but, because their internal training capacity was smaller, used other vendors to deliver the training. In Ohio, once the skills assessment was completed, training providers were identified. The training providers included community colleges, original equipment manufacturer vendors/suppliers, and regional firms that teach computer skills. Each training component addressed a different focus area, with 20-35 different types of classes offered. Some of the curricula were newly designed based on the skills gap analysis. Ohio also did a fair amount of facilities training (LEED Gold on their buildings), and employer-recognized credentials were earned upon completion of most training programs.

In New York City, the training allowed employees to take over some contractor work and built more capacity to do more value-added work. In New Jersey, there were some issues with labor management around certifications, as employees understood credentials as deserving of a raise.

Accommodations for Participants. All training was provided onsite or near the transit agency in order to accommodate student needs and schedules. In some cases, employee shifts/trainings were adjusted to better accommodate employee schedules. As noted earlier, case management and most support services were not included under the grant.

4. Partnerships

The grantee did have prior experience working some of the sub-grantees and other partners involved in the training programs. Utah and New York City had existing organizations that reflected partnerships, although neither had previously focused on the activities pursued under the grant. In Columbus, Ohio and New Jersey, the grantee established partnerships that had not existed before.

5. Program Management and Sustainability

Program Start-up. Implementation varied by sub-grantee. Ohio did not begin training until June 2010 due to challenges in getting partners to work together. The grantee facilitated these partnerships. Utah was off the ground almost immediately due to existing partner relations and a better than average economy. New York City and New Jersey had about the same start-up time. Poor economic conditions and discussions about severe layoffs contributed to delays at both places.

Administration. As the grantee, TLC was responsible working with the sub-grantees to review their training plans, provide technical assistance, monitor progress, pay the invoices to the sites, and handle all the financial and narrative reporting to DOL. The sub-grantees did not communicate with DOL.

While working with existing entities, the grantee encountered bumps to work out early on in figuring out how to join and bridge gaps in existing administrative procedures, particularly since the structure and management of transit agencies varied across the four sub-grantees.

Leveraged Resources. The four sub-grantees provided a great deal of leveraged resources. The grant did not allow for the reimbursement of wages for those in training, so all the wages were leveraged resources. Ohio did not want the grant to pay for any overhead or other costs that were not direct training, so all partnership activities were paid for by Ohio. Other leveraged resources included staff resources put into meetings and grant activities, space, and classroom supplies. All sub-grantees tracked and reported on all leveraged resources.

Sustainability. Each of the sub-grantees was committed to continuing to provide training once grant funding ended. All locations had the infrastructure to continue and much of the curricula would continue to exist, though other financial resources would need to be identified. No sustainability plans had been written, however, reportedly because they were all such stable organizations.

New Jersey permanently restructured its training program through this grant. In New York City, follow-on green funding was pursued in order to improve the training to better close the skills gap. In Utah, the curriculum that was developed and would continue is not a part of their existing apprenticeship program. In Ohio, some of the training, which was more than existed prior to the grant funding, would continue after grant funding ended.

6. Best Practices and Lessons Learned

Respondents reported the following best practices:

- Dedicate staff to work solely on grant program initiatives.
- Set aside more time than expected for start-up and record keeping. DOL's requirements (RAD, Selective Service Reporting) are very extensive and time consuming.
- Labor management partnerships in industries with a labor density are very valuable.
- Sub-grantees reported that the grant allowed them to "grow on our own" in terms of forming their own partnerships with the unions and training providers.

Respondents reported the following challenges:

- The length of time between the formation of the proposal and the actual disbursement of grant funds was significant. Economic conditions completely changed and all projections were unrealistic.
- Grantees should have worked to create more open communication with sub-grantees on DOL reporting requirements (RAD, Selective Service). The RAD system was not launched for the first couple of quarters, which required entering a backlog of data.
- Not knowing who was going to be in charge of the money, communication, managing the partnership (between Union, COTA, and ITC) became an implementation issue. Developing an MOU between partners was helpful in resolving this issue. Strong, clear communication between parties was reported as crucial.

MONTANA ELECTRICAL JATC ENERGY TRAINING PARTNERSHIPS

1. Introduction

The Montana Electrical Joint Apprenticeship Training Center (hereafter ME JATC) served as the grantee, with the State of Montana Department of Labor and Industry (DLI) acting as the fiscal agent, for the ETP project in the State. The ME JATC provided augmented and supplemented green training to its participants, and subcontracted with additional trades (Bricklayers, Carpenters, Ironworkers, Laborers, Mountain States Line constructors, Operating Engineers, PPL, Montana & IBEW Local 44, Plumbers & Pipefitters, and Sheet Metal Workers) to provide additional augmented green training to its members. The majority of grant funds was spent creating additional curriculums and purchasing equipment, materials, and mobile labs for use throughout the state.

2. Context

The grantee and its partners faced a better economy than most of the nation at the time of the grant award; however, the State was not prepared for predicted changes in the economy. Although unemployment in Montana only rose to 7.6 percent at the height of the recession, some barriers to up skilling and preparing for future needs in the workforce continued to challenge the State. At the time of the grant award, the State had not made major investments in any green training, as green technologies were only slowly entering the state. The grantee and its partners viewed the ETP grant as an opportunity to prepare the State's workforce for the coming technological changes in the field as well as build a partnership between trades.

The primary barrier in training individuals was the substantial distances between towns and cities. As a result, the grantee and its partners designed a program focused on building curriculum and creating mobile training labs that could be transported anywhere in the State and outlive the grant period.

Overall, the grantee was able to engage all the trades unions in Montana to provide up-skill training to apprentices and journeyman. During the site visit, evaluators interviewed training staff as well as observed demonstrations of mobile labs from several of the trades unions.

3. Program Description

The grant program built on the basic apprenticeship and journeyman continuing education program. The existing apprenticeship program lasts five years with a screening and enrollment process including math and reading comprehension tests, an application, driver's license, GED or high school diploma, and an interview. The five-year training includes seven one-week trainings each year.

The grant program used the existing training model, including the same recruitment and screening methods, basic curriculum, and exit procedures, but augmented that training with newly created green curricula and added hands-on lab activities to supplement training. Participants included apprentices completing their basic training, as well as journeyman earning continuing education credits.

For the grant, the ME JATC developed new or enhanced curriculum with the following titles:

- PLC trainer
- Lighting retrofit trainer
- LED trainer
- Solar installs
- ME JATC solar trainer
- Building Automation
- Power Factor Correction
- Frequency Drive
- Thermal Imager
- Wind Tower Climbing, Rope Rescue
- Wind Tower Cable Management
- Safety Training
- Fire Alarm
- National Electric Code
- Craft Certification
- Green Motors
- Motor Control
- Micro Hydro
- Power Quality
- Small Wind Turbine
- Lab-volt solar and wind trainer
- NABCEP
- LEED
- Core curriculum
- Wind Tower Simulator Climbing and Rescue Course
- Excellence in training

The other trades in Montana also provided a variety of training, as follows:

Trade	General description of training
Bricklayers	Incorporate sustainable materials & energy efficient product usage
Carpenters	Provide highly trained millwrights ready to fill the void in variety fields of “Green Technology”
Ironworkers	Implement a comprehensive training program to provide a skilled workforce qualified to work on renewable energies projects
Laborers	Develop a weatherization training program that provides comprehensive residential weatherization training
Mountain States Line Constructors	Build a wind generator training tower
Operating Engineers	Train for heavy equipment operation, to include environmentally efficient operator training, etc.
PPL Montana & IBEW Local 44	Train for hydro simulator use in hydroelectric plant operating conditions
Plumbers & Pipefitters	Provide green awareness training in three mobile training trailers
Sheet Metal Workers	Provide extensive training on the latest high-efficiency equipment

The grantee also tried to capitalize on existing state and utility practices that could promote economic development in targeted training areas. For example, participants received some training about tax rebates for residential solar panels. Further, employers who sent staff to the grant program were also educated about utility company programs that might drive demand in the training areas.

4. Partnerships

ME JATC was a first time DOL grantee, so the organization engaged the DLI as the fiscal agent and advisor to the project. This allowed buy-in from the State and also helped expedite some of the “learning curve.” Further, the Governor of Montana has a wide and deep energy policy, which encouraged the DLI to support and enhance ARRA grants impacting energy work within the State. The DLI also played a critical role during proposal development, serving as an advisor and acting to align the grant with other State ARRA proposals.

The Montana Electrical JATC program engaged all the trades in Montana as training providers for the grant. Prior to the grant, the trades unions’ training facility leaders were familiar with each other through the Montana Association of Training Directors. This group had been looking

for opportunities to pursue joint funding before the SGA was released. Once the SGA was released, the group felt the MEJATC was best suited to lead the proposal, with the support of the DLI. This group also developed a steering committee to help write the grant and inform the program design.

Once the grant was awarded, the steering committee met on a monthly basis, which shifted to a quarterly basis once processes were more firmly established.

All partners had statements of work included in contracts that outlined training deliverables.

5. Program Management and Sustainability

The grant program started to operate almost immediately, although some program elements were delayed because of the equipment purchase process. Training started in the first quarter; however, the grantee received no funding from DOL until the second quarter of the grant.

The program timeline was created in a phased approach, so program elements that did not require capital purchases would begin immediately and activities that required planning and purchasing would be implemented later in the project timeline.

During the grant period, the grantee and DOL evaluated training outcomes of all sub-grantees. Some were meeting outcome goals with less funding than projected, while others were exceeding goals with projected funds. Training demand in some fields also exceeded what was projected. As a result, sub-grants were modified to help reach and exceed overall goals and train individuals in the highest growth areas.

All sub-grantees submitted reimbursement requests by noon each Thursday. The program checked and approved reimbursements and sent completed reimbursements to the DLI by close of business the next day (Friday). All sub-grantees were reimbursed the following week.

Multiple elements of the grant were expected to continue after the grant ended and further sustainability planning was taking place at the time of the site visit. First, all equipment, especially mobile labs, would be used to provide enhanced training after the grant ended. Second, JATCs were considering increasing the training fees so as to provide funding for the training classes themselves. Finally, some private corporations had expressed interest in purchasing specialized training such as that provided by the grant.

The grant program exceeded its training goals. In the statement of work, the grantee said it would train 2,500 individuals. As of the site visit, 2,600 individuals had been enrolled in training, with another quarter of training still to come.

Since MEJATC was a first-time DOL grantee, as noted, it used the expertise and support of the DLI. All partners submitted basic paperwork to the grant program staff, which entered all

information in the RAD, as well as the State of Montana's data tracking system. Then the DLI communicated to the grantee the outcomes and progress to date.

All partners met on a quarterly basis to review outcomes. Program adjustments were made as necessary.

6. Best Practices and Lessons Learned

Early support and assistance from DOL and the DLI were critical to program success for this new DOL grantee. Informants suggested additional program manuals and training sessions for new program directors at the start of a grant would be helpful for future initiatives.

Informants suggested the following promising practices:

- Constant feedback from all program partners was essential for program success. The grantee received feedback through evaluations, informal conversations, and regular meetings. As a result, it reworked and refashioned training sessions and labs to ensure the greatest impact for trainees and employers.
- Mobility of the training facilities was essential in a large, rural state. Montana is roughly a 600 x 300 mile rectangle, making it imperative to take the training to the people.
- The role of the DLI was critical to ensure the grantee did not make common first-time grantee mistakes. For example, the program was designed in a phased approach, anticipating the delay in equipment purchases but allowing for some training to begin almost immediately.

UAW – LABOR EMPLOYMENT AND TRAINING CORPORATION ENERGY TRAINING PARTNERSHIPS

1. Introduction

The UAW-LETC, as the DOL grantee, operated the Green Energy Training Partnership in St. Louis, Missouri to provide training for job seekers through the St. Louis Community College, as well as offering re-training to incumbent workers at the General Motors plant in Wentzville.

2. Context

The St. Louis area faced a large number of dislocated workers in need of retraining, and the current unemployment rate in the area was close to 10 percent. The area had a strong manufacturing base, which declined drastically due to the closing of three major auto plants in the last few years. We visited the GM plant at Wentzville, one of the major sites of the UAW-LETC program, which had also downsized significantly, though it decided in 2009 to eliminate trade classifications without eliminating the associated jobs. The City of St. Louis lost several thousand jobs during the recent recession.

Due to the downturn of the economy, employers had not been able or willing to spend as much as previously on training or re-training workers, preferring to hire applicants who already had the necessary skills. Federal and State funding for training programs had also been reduced due to economic restrictions. Initially, there was not much demand from the employers for green jobs; however, in the past two years the job market had rebounded somewhat, including growth in green jobs.

3. Program Description

Program Components. Most of the curricula used in the programs existed in some form prior to the start of the grant, and could be adapted for use by the grant program. However, some new ones needed to be developed. The community college faced challenges in both developing these curricula and getting approval and accreditation for them. Because courses were offered five days a week for six hours a day, it was also challenging to find college-level instructors to teach courses on that schedule.

Employers provided input into curriculum development, and courses were chosen to meet the needs employers indicated. For example, automotive employers indicated that their automotive technician programs would require a hybrid component, so the community college offered a hybrid electric vehicle program. Despite being involved in designing and choosing curricula, however, employers would not commit to specific numbers of hires or to specific dates for hiring. Participants in the community college classes were generally positive about the courses being offered, but said that they would like to have had a larger hands-on component, and in some cases felt that the program textbooks seemed outdated.

The training program was self-paced and flexible, allowing those students who needed extra time to take it. Training programs offered under the grant included energy technician (energy conservation), HVAC technician, hybrid electric vehicle technician, and environment technician (including an OSHA national certification through the St. Louis University School of Public Health).

Another significant component of the program was the GM Incumbent Work training, held on-site at the GM Wentzville plant, which provided re-training and cross-training to employees in skilled trades such as pipefitting, tool-making, and millwright trades. This program has an on-the-job (OJT) component as well as classroom training, though all facilities are within the plant itself. Participants who worked an afternoon shift noted that they would need to arrive very early for classes scheduled in the morning, and that this represented a challenge to them.

Remedial training in algebra or other math skills was sometimes necessary, and would be covered in the first few hours of a course if most of the students required it.

Recruitment and Assessment. Recruitment was heavily focused on career centers and One-Stops. Union staff made in-person visits and presentations at these centers and handed out flyers. Because of the area's high unemployment rate, the One-Stop Centers saw a lot of use, and were thought to be an effective avenue to reach potential participants. At the One-Stops, union and community college staff held workshops and information sessions for students, providing information on courses, assessment criteria, student expectations, and other issues. At the time of enrollment students were shown the labs and classes and given an opportunity to talk with the instructors and raise concerns.

The One-Stop staff wore green badges reading "Ask Me About Green," to generate interest in the training program. They used this approach along with visual aids, brochures, posters, and other materials with the dates of upcoming workshops and summary information about available courses.

The program also recruited through community- and faith-based organizations, as well as veterans groups.

Students were required to have a GED prior to enrollment in the community college courses (though the GM plant program had no pre-requisites); this requirement prompted some students to earn a GED if they had not already done so. Other eligibility requirements were that participants who were unemployed were expected to be able to keep their unemployment benefits and continue to look for work while enrolled.

The grant program had no significant problems with retention in the community college courses (and no retention issues were reported for the GM plant component, where the only reason for exiting the program was termination of employment). The One-Stop Centers tracked each student's attendance, job placement, and course enrollment status.

Program participants reported a delay between the end of the recruitment/assessment process and the beginning of classes. In some cases this was due to difficulty scheduling the classes on the part of the community college.

4. Partnerships

The St. Louis Community College had had previous experience working with employers in the region. In the course of a State Department of Education grant to train incumbent workers, the community college had built a network of employer partners, especially in the manufacturing sector. This network included companies such as Proctor and Gamble and Pepsi Co. The college also has a longstanding relationship with the GM plant at Wentzville, periodically partnering with that employer to offer targeted training programs.

Career centers were responsible for conducting barrier assessments at each student's enrollment. Using WIA green grant funds, career center partners provided most of the support services, including gloves, aprons, and bus passes if students mentioned lack of transportation. The career centers also provided their usual services, such as resume writing and job searching.

5. Program Management and Sustainability

The grantee said the program in the GM plant would definitely continue. Grant funding covered the development of the program and the first three cohorts of retraining, and GM would assume the costs of further training cohorts. The management strategy for this program included weekly employee feedback.

The training at the GM plant was seen as very beneficial for both the workers and the employer, because it provided high quality training at no cost to GM and allowed the workers to retain jobs that otherwise would have been lost. By cross-training employees and moving them from one specific trade to an overall mechanical/skilled trade employee, it allowed more efficiency and productivity in the workforce. Both workers and management felt the program helped them work together better, and felt that the model could be exported to other plants.

The incumbent workers benefited by being able to remain employed and gain more useful skills in the process, which gave them increased job security. However, participants in the community college classes noted that most were not able to find jobs, even after an intensive search.

6. Best Practices and Lessons Learned

The training modules for the GM incumbent worker training were designed and taught by instructors who were retired GM employees with 20 or more years of experience in their field. These modules were revised based on feedback from trainees.

The grant staff developed a “Green Portal” as a means to direct participants towards the courses that would be best suited for them and give them the most benefit. This service was provided after the initial assessment, and provided information about the training program and the available courses, so participants could make informed decisions based on their set of interests and skills.

The grantee also cited a productive relationship with workforce partners as a key to the program’s success. It was also critical that there was a designated point of contact or liaison at each One-Stop Center, so that the program was continually promoted to potential participants.

UTILITY WORKERS UNION OF AMERICA ENERGY TRAINING PARTNERSHIP

1. Introduction

The Utility Workers Union of America (UWUA) is the largest utility workers union in the United States, with more than 50,000 members working in the electric, gas, water, and nuclear industries across the country. In addition to working for the rights of their members, the UWUA has always sponsored educational and apprenticeship opportunities for utility workers and potential utility workers to train them in the key industries they represent. The UWUA had been running training for its members for a number of decades when it applied for the ETP grant in September 2009. The program the grantee envisioned, *Green Jobs=Green Skills*, would offer on-the job training (OJT), classroom activities, and apprenticeship skills to aspiring utility workers, as well as provide them with an innovative understanding of emerging green industries, especially in its relation to public utilities. The program was administered at a national level in Los Angeles and three local areas – Northern New Jersey; Boston, Massachusetts, and Los Angeles, California– administered the program on the ground floor. The site visit was to the Boston program, though phone interviews were conducted with administrators of the Los Angeles program.

2. Program Context

Considering the disparate areas of the country in which the grant program was delivered, varying economic constraints existed that differed by region. For example, the participants who went through the Massachusetts program tended to be educated (all had at least a high school diploma and many had college credits) and had clear career paths (working generally as linemen at Boston’s electric utility NStar). In addition, Massachusetts’ unemployment rate had been below the national average during the past three years (6.9 percent), enabling a better job market for these graduates. Generally most Massachusetts program participants were white males in their 20s.

New Jersey’s economy had stagnated over the past three years, with unemployment rates slightly exceeding the national average. Program participants in NJ tended to have a decent level of education (high school diplomas) and were motivated to participate. However, a major challenge for the NJ program was shifting expectations. PSE&G in NJ was going to hire 3,000 people, but had to cancel that as a result of the economic downturn. As a result, a major challenge for the program designers in NJ was how to strategically enroll people without flooding the market. NJ program participants tended to comprise all races and ethnicities and were nearly evenly split between males and females.

The CA economy faced a considerable number of challenges over the past four years. Unemployment rates exceeding 10 percent in the State was the norm and the program faced several economic challenges as a result. For example, the LA program had homeless

participants who were difficult to serve. Further, the economic downturn led to an influx of participants who were more highly skilled than the program anticipated. In addition, due to the lack of public transportation in LA and the fact that the program operated across nine counties, it was difficult to serve such a large geographic area. A large portion of the LA program participants were more likely to be Hispanic than the participants in the other areas served, with a fairly even distribution between males and females.

LA and NJ were impacted by the auto industry closures, though this provided a number of participants with transferable skills from the auto industry; e.g., they had made AC and heating units for cars, so they went into HVAC programs. A lot of people who were electricians, carpenters, or laborers in those unions who were laid off applied to this grant. There was a LEED certification program at Rutgers University, which drew many of these types of workers.

Though the population for this grant tended to be fairly highly educated, sometimes local populations did not have sufficient math skills to get into the industry. The requirements for math skills were universal across all three areas of training. Participants would need to have completed 10th, 11th, 12th grade. The curriculum of the training also included algebra, calculus, physics, and understanding gas science. The program implemented a boot camp to address deficiencies for applicants who did not pass the initial assessment. Participants who were not a good fit academically could be redirected to other programs or services.

One of the benefits of the program was that in terms of regulations, the energy policies of the three States were more progressive than in other States, engendering the need for the types of skills gained through the program. These progressive policies were not always practical, however, such as CA's desire to require significant percentages of its energy to come from renewable sources in a short period of time, or Elizabeth, NJ, which wanted to put solar panels on every government-owned building, even though only a fraction of those buildings could sustain the weight.

There was also somewhat of a challenge in promoting the idea of utility work as part of the green economy. Utility workers tend to think of utilities as green, in terms of technology and efficiency, but this is not promoted as such publicly. The grantee noted that there were 150-200 UWUA members in Wyoming who mostly worked on wind machines, but utility work in other situations was not put forward to the public as being green.

Another challenge was that utilities now come under the Department of Homeland Security (DHS). Thus, applicants had to have background checks and drug testing, which significantly reduced the number of possible applicants; this was especially difficult with homeless populations.

3. Program Description

The degree offered and the structure of the courses varied by site. The Massachusetts program offered a two-year degree program, which primarily trained students in becoming overhead electrical line workers as well as technicians for other local utilities (gas mainly). The program was described as a two-year internship by program staff and existed before the DOL grant program began, but was expanded as a result of the grant funding. Students attended classes both years at Bunker Hill Community College, receiving an education mainly in electrical work, for which they received an Associate's degree. The educational component of the program already existed prior to the grant.

During winter and summer breaks, the students worked in paid internships at Nstar – the local electrical utility in Boston, and also had OJT with Elec-Comm – a local electrical utility. The OJT involved an extensive co-operative element, putting participants in the field with the union workers. Program staff reported that members were somewhat skeptical of the program but warmed up to it eventually and taught the students during the co-op and graded the students on their progress, creating a very productive relationship. This aspect of the program was innovative and happened largely as a result of the grant program. Students going through this program received several certificates, including the OSHA 30, First Aid, electrical linesman certificates, and commercial driving license certificate's (reported to be the most useful by program participants).

CA's training program focused on three different programs: Builders Performance Institute (BPI) certification, electrical lineman, and water service workers. One person could get trained in a single area, though some received training in multiple areas. The program was less extensive than the Massachusetts program and consisted of three months of training for each training type. Training was five days a week and consisted of a mixture of hands-on activity as well as classroom learning. For those who wished to be trained in electrical work, participants met on average seven hours a day. For the water and BPI training, it was four hours a day. The certificates received included an OSHA, CPR, First AID, and HVAC certificate. The program had two cohorts for the water training and one cohort apiece for the BPI and electrical lineman training.

The NJ program, not described in-depth to us, consisted of training individuals in various electrical fields. Over 300 people went through the program, which consisted of 15 separate cohorts.

Most of the trainings conducted throughout the three regions was not necessarily innovative in their curricula. Most had existed in various forms before and had been part of long-standing utility worker curricula. What was innovative was coalescing the various training aspects into one program, which had not been done before. In addition, nothing about the training itself was considered to be specifically oriented for a green job. However, in training people to work in the utility field, where energy, water usage, and sanitation is administered, and in providing

them with the skills on how to be efficient, the belief was that these skills could lead to a greening of these industries.

Outreach. The grantee used several different methods to recruit individuals depending on the site, as the sites were considered best suited to determine how to recruit participants. In MA, much of the recruitment was done at area high schools and vocational schools. Program staff, generally through a PowerPoint presentation, discussed the education and the benefits offered with prospective students (such as a negotiated compensation package). Local union staff also used word-of-mouth, and potential participants could ask program staff about the program. The local union faced some challenges in recruitment, with some school administrators believing that the program was only suitable for students in electrical fields, rather than the entire student body. However, the program was able to give presentations to entire student bodies, as school administrators came to understand the value of the curriculum.

In CA ACCORD targeted local non-profits, local workforce centers, and the LA Trade Tech to garner participants. Tasked with recruiting 400 participants, they worked with these partners through traditional outlets (flyers, billboards, ads) to gain participants. In NJ, the local One-Stops were tasked with doing most of the outreach.

Facebook and Twitter were used throughout the grant program. Twitter notified participants of class changes, reminders, and other information. These social media tools were seen as more effective for disseminating information to enrollees, but not as effective for initial recruitment due to limited use by potential participants and the fact that most participants were unlikely to find them on their own.

Orientation and Intake. Orientation also differed by site. In MA, due to the high level of skills demanded by the training, it was a fairly arduous process. As mentioned, the program required reading and math levels to be at 12th grade level, so tests were administered to gauge students' understandings of those subjects. Physical tests to ensure students could undergo the arduous training were conducted at the N-Star facility. In addition, as noted, background and drug checks were required. Students were also required to write an essay describing why they wanted to join the program. The final step was a formal interview at Westwood (N-Star HQ). Participants mentioned that if they had questions, they were answered, but the program did not come forward with a lot of extra information.

In CA the process was somewhat less arduous. Though similar background checks and drug tests were done, as well as gauging math and reading levels and a TABE test, there were no physical tests or essay requirements. This may have been due in part to the fact that this program recruited far more participants than the MA component.

Enrollment and Career Planning. The process for enrollment was as follows: determine eligibility, enroll into program, conduct assessment, and meet with a case manager to decide on a plan. The program administered different aptitude tests by State (TABE test, AccuTest in Massachusetts, etc.). For the NJ program, having a Bachelor's degree exempted participants

from taking a particular test. For those without a high school diploma, the union referred them to community college to get that, or in the case of the LA program, had small group tutoring sessions. The drug test/background check diminished the participating population by 50 percent or more.

After enrollment, program case managers would review the participants' resume, and the enrollees would meet with a job counselor, to determine their skill sets. They would discuss the labor market to gauge their employability and the skills and tests needed in order to obtain jobs. Once a goal was decided on, the case managers worked with participants to get to that goal. With that in mind, job placement was fairly minor in the program, with the MA program generally directing people to the local utilities for employment, and Accord following up once a month for three months after graduation to check on their participants' progress. Case managers did work with participants to some extent to get them placed. In CA they also had targeted job fairs. Employers were part of the interview/resume development class, and did a presentation. In NJ, some of the employers' HR people came in, but their program relied more on the case managers/job developers.

Retention. Retention was fairly high in the program, with overall drop-out rates of approximately 15-20 percent. Drop-out rates varied by program, however, with the Massachusetts program having very few drop outs while CA and NJ had much higher rates. This might in part have been due to the screening processes used and the nature of the programs themselves. In MA, prospective participants knew the extensive nature of the program they were entering and that it required a two-year commitment. While program staff in NJ and CA elucidated the desired commitment to the program, the screening did not appear to be quite as extensive as what occurred in MA. In addition, the CA program was often difficult for participants to access due to the large travel distances required in CA, the lack of public transportation, and the high cost of gas. This might have contributed to higher drop-out rates as well.

Grantee staff described their case managers as cheerleaders for program participants and assets in retaining program participants. These case managers tried to give participants engaging activities and things to do. For example, a 9/11 memorial motorcycle ride gave them a customer service opportunity. The promise of certificates was also used as a motivator for many program participants and helped retain several participants. In addition, some innovative methods were used to retain participants. In CA, ACCORD used all its board members as resources and got an actor to come in, talk with the classes, and inspire the students. Other speakers there included the Mayor of Long Beach and the Executive VP of the utility company.

4. Partnerships

Several partnerships were critical to the functioning of the grant. Perhaps the foremost partnership was within the structure of the grantee and the local administrators of this grant. The national UWUA, the grantee, developed partnerships with the local UWUA in MA to deliver

the grant there, with a nonprofit in CA, and with local One-Stops in NJ. These local partners then helped administer the grant and develop partnerships.

More so than most other grantees, the UWUA as the national grantee made a conscientious effort to involve employers in the design of the curriculum as well as the training itself. In MA, the main employer partner, N-Star, worked with the local UWUA to help design the OJT, elicit their needs for new employees (including the total number of new employees needed), and helped interview potential participants. N-Star also provided financial support to participants to help pay for tuition and provided paid internships for participants. As participants graduated, N-Star hired most of them in fairly high-paying positions.

Another partner in MA included the Bunker Hill Community College, which helped conduct most of the classroom training. Bunker Hill was chosen because of its proximity to the participants and because of its well-established program in the content areas considered critical to the grant. Partnerships with local One-Stops were also used to provide extra learning space and computer labs.

In CA, the grant was primarily administered by a non-profit – ACCORD Community First. Working with the local UWUA office, ACCORD also developed strong relationships with local utilities to gauge the skills needed for the training, the number of employees needed, and what type of training should be developed. Unfortunately, the deteriorating economic situation in CA during the grant period led to reduced employer demand as the program progressed, and fewer individuals were hired than expected.

For the training, ACCORD worked with LA Trade Tech, a local community college, to train the participants, using their curriculum for the program. LA Trade Tech helped develop the various training modules for the program before the grant began, allowing for a fairly seamless transition. In addition, ACCORD worked with various other partners to provide extensive support services, which were critical in LA. One such partner, World Vision, which had a warehouse of household supplies (such as toothbrushes, shampoo, notebooks, and pens) provided these to the program participants free of charge. Other partners provided human resources, such as additional educational counseling, domestic violence counseling, medical assistance, and dental assistance. One health insurance company provided dental floss, mouthwash, and a first aid kit to participants.

In NJ, the program was primarily operated by the local One-Stops in the northern part of the State. According to UWUA program leadership as grantee, the One-Stops did not prove to be as effective at recruiting participants, developing partnerships, or gauging employer needs as had been hoped. The One-Stops in NJ did develop partnerships with employers and schools to administer the program, but misjudged the needs of their local utilities, especially the number of employees needed.

The local UWUAs were also partners and support service providers to participants in the three areas. The locals helped donate notebooks, stickers, tickers, copying and admin supplies; flash

drives; work boots; field trips; and gift bags. In addition, they provided free Kindles to many program participants to help reduce the amount of books needed for these programs.

5. Program Management and Sustainability

The program conducted through this grant was administered primarily at a national level, with three local partners actually conducting most of the program activities. The program was overseen out of the UWUA national office in Los Angeles, but differed amongst the three sites. In Boston, the local UWUA oversaw the program, developing the training model, recruiting participants and partners, and helping ensure the program's success. In New Jersey, the program was overseen by local One-Stops in the northern part of the State. These One-Stops conducted most of the program's activities, as aforementioned. Finally, in California, a non-profit, ACCORD worked to conduct most of the program's activities.

Sustainability of the grant program seemed relatively likely. The grantee was confident that the training developed through this program worked, and it knew that for the program to be sustained the employers needed to be fully vested (contributing money, participating directly in the design and implementation of the program). Going forward, the grantee was to combine this training model with of the models developed in California and was talking with Consumers' Energy in Michigan about developing a similar program there. Part of the value of the grant, according to program staff, was that it spurred interest and buy-in because it provided a budget to make these things possible. The program also defined some career pathways; for example, MA developed an apprenticeship program, which was being finalized during the site visit.

The sustainability and funding of the MA program was based on funding from several sources. For the future, there is an NIEHS grant with the safety division, with which they developed a program several years ago that empowers employees to look out for each others' safety. There is also an excavation safety grant that they are leveraging.

In New Jersey they would use dislocated worker money from the Federal government to continue the LEED program at Rutgers and a solar program at a vocational tech school. New Jersey was planning keeping the same partnerships, but shifting the staff more toward the training.

The sustainability and funding for the California program was a bit more precarious. ACCORD staff noted that they had received funding from other sources to continue parts of the program and hoped to continue their partnership with LA Trade Tech. However, the scale of the program would likely be reduced.

6. Best Practices and Lessons Learned

Grantee staff, partners, and program participants identified a number of features of the program and its implementation that they felt were important to the overall success of the program.

Strong Employer Engagement. One of the successes of the program was the ability of the grantee to work very closely with employers to develop the curriculum and gauge their needs for future employment. This was especially true in MA, where the local UWUA office worked with the utilities to estimate how many new employees would be needed and what type of training they should provide. This allowed nearly every graduate to obtain gainful employment at the close of the program. In the other states, program staff worked with employers to gauge their employment and training needs before the training began to also develop the curriculum. Unfortunately, planned hiring was less than anticipated in New Jersey and California, which created some difficulties with employment for graduates.

Mix of Classroom and Hands-on Training. The classroom training mixed with the hands-on experience appeared to benefit not only the participants but also the incumbent workers who helped train them. Despite some union regulations prohibiting prospective candidates from working in certain sites, the participants noted that the hands-on training, combined with the certificates they received, were quite useful. In addition, the classroom training they received, which provided them with an Associate's degree and a base of knowledge for what they were doing, was quite helpful in enabling them to succeed.

Strong National Support for the Program. Though the program was administered in three different areas throughout the country, the national UWUA, the grantee, provided strong national support for each program through their project director. The national grantee also helped to foster the curriculum development, partnership links, and other critical aspects for the program. Despite differences in how the local programs performed, each mentioned that the strength of the national UWUA was critical.

Utilizing Preexisting Curriculums. Although the program was innovative in how it brought together various different aspects of the curriculum and the partnerships that were developed, most of the program's curriculum had been in place prior to the grant's development. As a result, start-up times were diminished somewhat and large expenditures did not need to be made for curriculum development. In addition, as they were working with utilities, the positions that individuals were trained for existed before the grant began, even if they did not necessarily materialize due to economic constraints. As a result, program participants received practical real-world training that enabled them to integrate green concepts into preexisting job descriptions.

In addition to program features described as important to the success of the program, our interviews some challenges associated with the program:

Changing Economic Realities. Although the program attempted to map out the needs of the employers beforehand, the economic downturn made it difficult for them to ensure that those who were trained would obtain employment. This was not necessarily a fault of the program, which meticulously shaped projected outcomes based on what were thought to be the extant economic needs. Instead, it was a reality foisted upon them, to which they had to adjust.

One-Stops. Though the partnerships developed by the program were generally sound and extremely useful, the work done with the One-Stops appeared to need improvement. According to program staff, the One-Stops, who were in charge of the New Jersey component of the program, did not do an excellent job of recruiting, placing, and training individuals for this grant program, leading to some adverse outcomes.

CALIFORNIA STATE ENERGY SECTOR PARTNERSHIP

STATE ENERGY SECTOR PARTNERSHIP

1. Introduction

The California State Energy Sector Partnership (SESP) is one component of a three-pronged approach by the State of California to develop data-driven green jobs training programs through its Green Workforce Initiative. The grant is a \$6 million program with six regional grantees. The Employment Development Department (EDD) acts as the fiscal agent of the grant, while the state's Workforce Investment Board (WIB) manages the programmatic elements.

Prior to the grant award, some of the foundational elements of the SESP were already in place, including a state green jobs advisory council. However, implementation of California's SESP grant was delayed due to a state budget freeze and the need to spend down other stimulus dollars first.

The California SESP funded six sites in six different regions. Each site provides job training and supportive services specific to its location, resulting in programmatic differences between sites. Program goals included serving 1,200 participants, of whom 960 would complete education or training activities and receive a degree or certificate, and 960 would be placed in unsubsidized employment.

2. Program Context

In 2008, the California State Assembly passed a bill (Assembly Bill 3018) establishing a Green Collar Jobs Council, which consists of workforce stakeholders, state and local education and energy agencies, and representatives of business and labor. Supported by the California Workforce Investment Board, the Council created a Green Workforce Master Plan, which provided the framework for current and future green workforce initiatives. It defined California's Green Workforce Initiatives to include two programs besides the SESP program: (1) Clean Energy Workforce Training Program (CEWTP), a \$26.75 million program funding 34 regional grantees through WIA and U.S. Department of Energy ARRA funding, plus a 100 percent match; and (2) the Regional Industry Clusters of Opportunity Grants (RICO), a \$2.5 million program that helps 10 regional collaboratives identify, plan, and develop green industry clusters.

During the grant period, California's unemployment rate has substantially exceeded the national average. In August 2009, when the grant application was written, California's unemployment rate was 12.2 percent, well above the national average of 9.7 percent. The state's economy has not recovered at the projected rate, and anticipated Federal investments have not come to fruition. Specifically, the Homestar and Property Assessed Clean Energy (PACE) programs have not commenced (and there are questions about their legality),

preventing job creation in home retrofits and residential solar panel installation. Some of the California sites have adapted their training programs to this reality, while others are still providing training for these jobs in anticipation that other investments in these areas will occur. The Green Collar Jobs Council eliminated the need for the extensive planning required by the SESP grant because much of that work had been done prior to the grant award. The grantees were able to follow the strategy previously set and align their programs with the work that was initiated through the Council.

Funds from the U.S. Department of Labor were transmitted to the Employment Development Department, which then distributed funds to the local sites on a reimbursement basis. The distribution was delayed by nearly 9 months because the State of California had a budget freeze, preventing any new funding from being expended.

SESP selected high-performing CEWTP grantees from four sites: Los Angeles, Northern California (NorTek), Sacramento, and San Diego. An additional two sites, not included in the CEWTP project, were selected because they had high levels of unemployment and the state WIB thought they needed additional support. These included an automobile industry-impacted community suffering from recent General Motors layoffs in Alameda County, and an underserved area in the Central Valley. The California WIB convened the six grantees in a Regional Action Clinic (RAC), which served as a forum for sharing best practices and lessons learned. Additional RAC gatherings were to be planned. For this study, data were collected using in-person visits to two of the SESP sites, and telephone interviews were held with the remaining four sites.

3. Program Description

The six sites funded by the California WIB exhibited some similarities:

- Each site was provided labor market information from Collaborative Economics, Inc.
- Each site had an industry advisory council.
- Each site involved the local WorkSource/One-Stop Career Center in some element of programming, including recruitment, case management, co-enrollment, or job placement.

Common themes or program components between sites include the following:

- Sites reported limited support services due to a lack of funding. Large portions of support services were provided by leveraged funds, for instance, money from the Workforce Investment Boards.
- Sites typically worked with community colleges that provided modified and/or updated curricula based on employer feedback.

The six sites differed greatly, however, in the industry sectors targeted and in the training content offered. The programs at the four sites that based their programs on the existing CEWTP program are described briefly below, followed by the programs at the two additional sites.

Los Angeles Workforce Investment Board. Working with Harbor Community College, the Los Angeles Unified School District, energy and water utilities, and organized labor, the Los Angeles WIB trained students to become electrical utility technicians for careers in green construction. The WIB shifted the focus of some its training offerings during the funding delay because anticipated jobs in water conservation had not materialized. Participants were trained in five modules in energy conservation over 8 weeks and earned basic certificates such as the OSHA 10-hour certification. Math and English skills were addressed through contextualized learning. The first cohort of participants recently completed training and is currently seeking employment. Case management was provided through the WorkSource Center.

Northern Rural Training and Employment Consortium (NorTek). Working with an established employer council, NorTek trained students in sectors including energy efficiency (BPI, LEED, HERS, Certified Green Building Profession), solar photovoltaic, solar thermal, and environmental control technology. To date, NorTek has enrolled more than 200 participants, of whom 76 have completed training. NorTek staff assisted participants in job placement. At the time of the interview, NorTek interviewees reported that their most recent review of individual site data showed that they had, to date, exceeded their job placement goals. They described this program as a continuation of a previous, successful green training program.

Sacramento Employment and Training Agency (SETA). Utilizing an existing local “Green Capital Alliance” advisory committee, SETA partnered with the local community college district to train students in energy efficiency and solar careers. SETA designed its grant program to be similar to the existing CEWTP program, which was funded under a prior grant. That grant ended September 30, 2011. SETA continued training participants according to its grant program design and began recording the training of participants under the current grant in August 2011.

San Diego Workforce Partnership. Working with five local community colleges, San Diego participants were trained for energy efficiency industries. Targeting eight cohorts of 25 participants in a 120-hour pre-apprenticeship green building partnership, the program provided training leading to certificates including the OSHA 10-hour certification, and first aid and CPR, as well as a certificate of completion. San Diego started its program and began expending program funds in July 2011.

Alameda County Workforce Investment Board. Through a partnership with three local community colleges and private training providers, three construction employers, and labor unions, Alameda County offered training in energy efficiency whole building residential retrofit. Training included CAD certification and a 9-week pre-apprenticeship in carpentry. The grant was awarded in January 2011; the training program operated by the carpenters union began in

April 2011. A total of 100 participants over several cohorts have completed training, with a 100 percent placement rate in the first cohort. Transportation was the greatest support service needed by participants; however, lack of funding limited the degree to which support services could be provided.

Stanislaus Workforce Partnership. Stanislaus (and the Central Valley) were not included in the original proposal. The Stanislaus WIB is working with Collaborative Economics, Inc. to complete employer focus groups and is beginning to develop regional advisory councils in each of the three regions within its service area (north, central and south). The Stanislaus WIB has not selected its training providers, entered into written agreements, or enrolled any participants to date. As a result, no data are available on enrollment or outcomes.

4. Partnerships

The California State Energy Sector Partnership draws on statewide partners as well as partners specific to each region. Statewide partners include the members of the Green Collar Jobs Council, which provided assistance other than curriculum development and job placement. The Green Collar Jobs Council consists of the Secretary of the Labor and the Workforce Development Agency, the Community College Chancellor's Office, the University of California Board of Regents, the State Department of Education, the State Department of Corrections and Rehabilitation, the State Department of Veterans Affairs, the Superintendent of Public Instruction, and the California Environmental Protection Agency. The Council also includes representatives from the energy industry, the alternative fuels industry, the finance industry, and consumer, labor, environmental justice, and other groups.

Regional partners vary by site, but most include the local community college district, the WorkSource/One Stop Centers, and local employers.

As part of California's overall energy/ green jobs vision, the state team invested in a single entity (Collaborative Economics, Inc.) to conduct extensive labor market research and to provide this information to each region.

5. Program Management and Sustainability

The State WIB actively worked to align green jobs training programs and initiatives. For example, the WIB integrated Regional Industry Clusters of Opportunity Grants (labor market data and regional strategic planning grants) into the training programs. At the state level, roles and responsibilities were distributed between two offices within the Employment Development Department. The state WIB oversees the programmatic elements of the grant. Financial and contracts staff have facilitated the process of reimbursement and development of contracts and agreements. The state WIB held a Regional Action Clinic that brought together all the grantees to share effective practices, and to discuss challenges and new ideas. Grantees entered data directly into the RAD and the state data tracking system, which were then compiled at the state level.

Program start-up was delayed due to funding and budget issues in California. Interviewees stated that since the grant passed through the State of California, state law prevented grant funds from being expended while California's budget freeze was in effect. As a result, programs were delayed by about 9 months. Start-up was further delayed until July or August 2011 in the four sites that based their programs on the existing CEWTP program, because those grantees were told to complete the CEWTP grant before starting the SESP grant. All sites have made modifications to their initial strategies.

Some sites, such as Los Angeles, planned to shift existing budget funds to support successful elements of the program after the grant ends. Other sites that are just starting their implementation do not yet have sustainability plans.

Site outcomes varied greatly primarily due to differences in the start-up time. According to the quarterly performance report for all six sites, for the third quarter of 2011, 259 individuals have been enrolled in the SESP, 62 have exited, and 40 have entered employment, of whom 38 entered training-related employment. Alameda County appears to have the strongest outcomes to date, based on discussions with the grant staff. The program was the first to start enrolling participants (April 2011) and has trained or is in the process of training about 100 participants, with 60 percent already placed in jobs and the remaining 40 percent still in training. As discussed earlier, Stanislaus County did not yet have any outcomes to report.

The remaining four sites are at various stages of enrollment and training. Only the NorTek site reported that participants have completed training. Job placement rates for those program graduates exceeded 70 percent.

6. Best Practices and Lessons Learned

Because many of the sites started enrolling participants only in August 2011, it is premature to identify best practices and lessons learned. Respondents noted that the Regional Action Clinic hosted by the state WIB was a useful networking event that facilitated the sharing of best practices.

Many respondents suggested that if the grants had been awarded directly to the sites instead of through the state of California, delays in beginning program implementation would have been reduced and the programs would currently have more enrollments and outcomes to report. However, other respondents stated that there was strength in a statewide approach to administering the grant.

ALABAMA ENERGY SECTOR PARTNERSHIP
ALABAMA DEPARTMENT OF ECONOMIC AND COMMUNITY AFFAIRS
STATE ENERGY SECTOR PARTNERSHIP

1. Introduction

In January 2010, the U.S. Department of Labor awarded the Governor's Office of Workforce Development a 3-year, \$6 million State Energy Sector Partnership grant to fund the Alabama Energy Sector Partnership (AESP). These funds were subsequently moved to the Alabama Department of Economic and Community Affairs (ADECA). AESP is statewide program that aims to change the behavior of participants in energy markets by increasing awareness of energy efficiency products, services, and practices. Specifically, AESP prepares individuals for careers in five energy efficiency and renewable energy (EERE) industries:

- Energy-efficient building, construction, and retrofit industries (weatherization)
- Renewable electric power industry (renewable energy generation)
- Energy-efficient and advanced drive train vehicle industry (transportation)
- Biofuel industry (renewable energy generation)
- Energy efficient assessment industry serving residential, commercial, or industrial sectors (green construction).

Upon receipt of the grant, ADECA issued a request for proposals for sub-grantees to compete for provision of training in the industries listed above. ADECA worked with the Alabama Workforce Investment Board (WIB), the Jefferson County WIB, and the Mobile County WIB to select 13 programs from 28 applicants. Eleven programs ultimately received funding and began implementing their programs. The programs provided individuals with technical and occupational skills training aimed at obtaining credentials to gain or enhance employment. At the outset, the programs aimed to train approximately 1,400 individuals, with about 1,200 program completers graduating into unsubsidized employment. In addition, it was anticipated that approximately 1,300 would obtain recognized credentials. The AESP grant was administered in three "local areas"—Jefferson County, Mobile County, and the rest of the state. The grant's headquarters are in Mobile. As the grant has been disbursed, the program's goals and grant administration have been modified to address the unanticipated economic downturn and, in the case of the local automobile industry, the unexpected positive growth.

2. Program Context

The State of Alabama has a recent history of investing in the local energy sector to increase efficiency. Since 2005, the Energy Division of ADECA has leveraged both state and Federal funds to support local industries in increasing their energy efficiency.⁷ In 2009, ADECA was awarded a 3-year U.S. Department of Energy Industrial Technologies Program (ITP) *Save Energy Now* grant to jump-start a self-sustainable state program. ADECA used these funds to build a strong network of support for increasing energy efficiency. Among the other resources that ADECA's initiatives have leveraged are a 2009 Tennessee Valley Authority (TVA) Grant to provide practical energy trainings for TVA clients, and a 2009 State Energy Program–ARRA 2009 Grant to create a \$25 million Energy Revolving Loan Program for Industry.

As the AESP Grant was rolled out to sub-grantees, local contextual factors influenced the program's goals, administration, and implementation. Overall, the region was experiencing high unemployment (approximately 11 percent) when the state applied for the grant. By the time the program began to be implemented, the unemployment rate was approximately 8 percent. In addition, the implementation plan required program roll-out to account for rural areas, where populations were sparse yet the need for training was greatest.

A critical factor affecting how quickly programs could be implemented was the overall structure of the grant. Some respondents in administrative positions thought that disbursing funds before program execution hindered smooth implementation of the grants. Rules for the use of funds, acquisition of equipment of training, and allowable expenses should have been in place prior to disbursement. This added to delays in acquiring equipment and starting the programs. One sub-grantee declined to receive funds and commence training as the administrative requirements became clearer.

AESP and ADECA worked with local project teams and interested public and private training providers and identified 13 sub-grantees able to provide training in the energy sector. Jefferson State Community College dropped out of the program because of personnel changes. A second sub-grantee, Alabama Homebuilders, dropped out because it was concerned that it would not be able to recruit enough participants.

The changing economic environment also affected the overall goals of the program. Efforts to engage in weatherization programs dissipated when the Homebuilders Association pulled out as a partner, citing the weak housing environment as one reason. On the other hand, a plan to take advantage of underutilized automobile assembly lines to retrain workers and engage in some retrofitting of the assembly lines did not materialize, because the local automobile industry experienced some growth. Similarly, legislative changes promoting new standards led to unexpected increases in the demand for qualified welders and pipers. One of AESP's business partners did not experience any difficulty finding trainees and ultimately placing them in high-paying jobs upon earning their certificates.

⁷ <http://www.reliableplant.com/Read/26554/Alabama-save-energy-now>.

3. Program Description

The implemented programs varied in length, curriculum, and delivery methods. All programs were supposed to include U.S. Department of Labor priority groups—dislocated workers, at-risk youths, low-income individuals, veterans, ex-offenders, and low-income unemployed individuals. Sub-grantee awards ranged from about \$100,000 to \$700,000.

Program Components. AESP sub-grantees were responsible for developing their own curricula for the energy sector programs they proposed. Programs varied from 4-hour workshops to 2-year fully accredited programs. All of the sub-grantees included a focus on green construction and industrial maintenance. Most of the programs were new, but two had existing programs. The Performance Contractors' program for line worker training had been in place for 15 years, but under the grant a new facility was built. Although there was already a large automotive training program, the grant facilitated new types of training. Another program, which focused on training building analysts, was largely in place before the grant began, but the curriculum was modified in accordance with the grant.

Eight of the sub-grantees were community colleges that either developed new courses or enhanced existing training courses to fit within their regular academic programs. While there was great variation in curricula, almost all programs had significant hands-on-training components. For example, George C. Wallace Community College had a line-worker course prior to the AESP grant, but it was poorly funded. AESP funds enabled the college to expand the program. In addition, a new program in green construction was developed. When new programs were developed, colleges created new curricula. For example, Beville State Community College worked with three local businesses to develop a curriculum that met the needs of the industry. Courses designed by community colleges varied in length from a few weeks to two-semester courses. The business sub-grantees designed courses to meet immediate industry needs. Performance Contractors developed a short-term welding program for current and new employees that led to industry credentials.

The U.S. Green Building Council developed a new curriculum leading to LEED green building certification. The program is a five-step curriculum, with five classes that last about 5 hours each. The program met probably once a month during this period.

Outreach and Recruitment. AESP expected sub-grantees to be responsible for their own recruitment strategies, and therefore most sub-grantees included marketing in their budgets. For example, Beville State Community College ran articles on its training programs in the local papers as a recruitment tool. It also used advertisements, billboards, flyers, and classified ads, of which the classified ads were the most successful. Performance Subcontractors was an exception; it did not engage in any recruitment, but ADECA placed an advertisement in local papers promoting the program. Sub-grantees were also expected to work with the local One-Stop Career Centers to identify individuals interested in job training.

Overall, the strength of the recruitment strategies varied based on the type of program and sub-grantee. Some community colleges did not experience problems with recruitment, because they were merely expanding existing courses. Other colleges expanded courses or introduced new courses in anticipation of increased enrollment by recently unemployed individuals, but enrollments did not materialize at expected rates. One business sub-grantee, Alabama Technology Network, had little incentive to recruit unemployed individuals and focused instead on incumbent workers. On the other hand, Performance Contractors, in Mobile, benefited from legislation increasing the demand for highly specialized welders and did not need to expend resources recruiting participants. The program was able to attract and place both incumbent and unemployed participants.

Recruitment screening was not reported as a standard practice, but among programs that screened potential participants, the key issue was recruiting students who were actually interested in the program. Some sub-grantees offered remedial classes or additional tutoring for students who were struggling with their material.

Support Services. AESP did not formally provide support services to participants. Sub-grantees were largely responsible for curriculum development, job placement, and recruitment of participants. Some sub-grantees provided limited support services such as transportation assistance, especially programs that served rural populations. Some community colleges also provided their courses outside traditional class hours to accommodate students who would otherwise be unable to attend.

4. Partnerships

AESP's 11 sub-grantees fell into three categories: community colleges, technical colleges, and universities (8); business partners (2); and one large non-profit organization, the U.S. Green Building Council. These sub-grantees were chosen from 28 responses to an RFP issued jointly by ADECA/GOWD and AESP for programs interested in engaging in workforce training under the grant.

All sub-grantees were asked to consider public-private partnerships and to leverage public and private resources. For example, students from Beville State Community College noted that some training programs partnered with local businesses to provide hands-on training and served as a first source for placement. The U.S. Green Building Council partnered with community colleges and One-Stop Career Centers to promote its program. Sub-grantees often leveraged in-kind resources for their programs such as teaching space, administrative material, and transportation of students (though on a very small scale by only a few programs). Beville State Community College partnered with a power company to provide lunch to students in renewable energy classes.

5. Program Management and Sustainability

AESP's 3-year funding is scheduled to end in 2013. Since AESP is a statewide program administered by ADECA and implemented by sub-grantees, the issue of continued funding is a responsibility for both ADECA and each of the sub-grantees. Neither ADECA nor the sub-grantees have formally initiated sustainability plans. Moreover, the local WIB has not played a large role in the AESP grant and has not participated in sustainability discussions for programs participating in the grant. The sub-grantees have expressed interest in continuing their programs, but funding is the critical issue. Among the community colleges, program sustainability is generally possible because most programs have been integrated into current college curricula; the change would be the scale at which they could continue. Their continuation would also be helped by the considerable amount of new training equipment and material many programs acquired under the grant, which they can continue to use after the grant ends.

Performance Contractors stated that it was committed to continuing its training program, which relies on pooling resources from industry and business leaders. The grant enabled the company to increase the scope of its training.

During the competition for AESP funds, sub-grantees identified outcome goals for each of their proposed programs. Overall, the programs aimed to train approximately 1,400 individuals, with about 1,200 program completers graduating into unsubsidized employment. In addition, it was anticipated that approximately 1,300 of these individuals would obtain recognized credentials. ADECA has worked with each of the sub-grantees to train them in using the RAD system to track participant progress and program outcomes. A common report from ADECA and the sub-grantees is that the RAD system has not been easy to use. Furthermore, program participants have been reluctant to share accurate personal information such as social security numbers. Another difficulty has been following up with participants to track job placement and other outcomes. For these reasons, ADECA administrators believe that the program outcomes reported in the Quarterly Performance Reports are understated.

6. Best Practices and Lessons Learned

Changing economic conditions had both positive and negative outcomes. The overall economic downturn affected program goals negatively. For example, efforts to develop weatherization programs dissipated when the Homebuilders Association pulled out as a partner, citing among other reasons the weak housing environment. Sub-grantees generally reported difficulty with job placement, which was not as robust as they had anticipated when they applied for the grants. On the other hand, the changing economic environment had some positive effects on program implementation. For example, it was anticipated that the automobile industry would be negatively impacted, thus making the workforce available for retraining and the assembly lines available for retrofitting to meet green production standards. However, Alabama's automobile industry experienced positive growth, albeit small, which discouraged the industry from participating in AESP programs. For this reason, AESP could not

meet its goals for retraining the automobile workforce.

Some legislative changes positively impacted the labor market and demand. In Alabama, the welding and piping industry is currently experiencing unprecedented growth and facing a shortage of qualified workers due to recent legislative changes encouraging new standards. AESP's partnership with local businesses has not had problems finding welding trainees or placing them in high-paying positions after they earn a certificate.

Statewide administration facilitated implementation efficiencies. Defining a limited number of large administrative areas enabled smooth implementation because AESP did not have to navigate multiple and often complex administrative layers. The AESP grant was administered statewide through three broad "local areas" largely driven by population density: Jefferson County, Mobile County, and the rest of the state. Potential sub-grantees were evaluated in their local area, ensuring that decisions were made with knowledge of local contextual factors. Furthermore, in the case of AESP, the program worked with the Workforce Investment Boards in Jefferson and Mobile Counties, simplifying implementation and administration.

Upfront technical assistance would be beneficial. Most sub-grantees had problems working with the RAD system. In hindsight, ADECA thought it could have provided more up-front technical assistance and follow-up with the sub-grantees. Sub-grantees that experienced changes in their administrative teams had additional problems. ADECA suggested that it would have been beneficial for sub-grantees to network and serve as a resource for each other.

Working with the local business community often led to positive outcomes. Some community colleges worked with local businesses to gauge need, develop curricula, leverage resources, and provide job placement. The two business sub-grantees also worked with other businesses in their industry to assess market needs.

ARKANSAS WORKFORCE INVESTMENT BOARD STATE ENERGY SECTOR PARTNERSHIP

1. Introduction

In January of 2010, the U.S. Department of Labor awarded the Arkansas Workforce Investment Board a 3-year, \$4.9 million State Energy Sector Partnership (SESP) grant to fund the Arkansas Energy Sector Partnership (AESP), a statewide program. AESP proposed to create three energy centers to develop and deploy materials and programs to be used by two-year colleges and apprenticeship programs to prepare participants for jobs in targeted green industries or to enhance the skills of those already employed. The AESP grant took advantage of an existing network of 22 community and technical colleges. Training activities included college certificate and degree programs, incumbent worker training, apprenticeship programs, and workshops for employed workers. At the outset, AESP aimed to train approximately 1,792 individuals, with 80 percent (about 1,434 individuals) receiving a certificate, degree or completing an apprenticeship program. Approximately 76 percent (or about 1,371 participants) would be placed in energy efficient occupations. As the grant has been disbursed, the program goals and grant administration have been modified to address the unanticipated economic downturn and, in the case of the local automobile industry, an unexpected growth.

2. Program Context

Arkansas has an extensive network of community colleges and technical colleges, with a 14-year history of integrated collaboration with the state's Department of Workforce Training Services. This collaboration can be traced to the creation of the WorkForce Training Consortium. The program started with six pilot programs at community colleges, which brought together the Department of Workforce Training and business and industry communities to develop training programs that met industry needs. The programs were designed to provide skills training at the colleges, leading to credentials recognized by the industries. The success of these pilot programs led to the expansion of this collaborative model to all 22 community colleges. The key component of the program has been the continued input of business and industry in identifying market needs, helping to develop or provide guidelines on the relevant infrastructure needed in the community colleges, and providing direction on relevant coursework and training. Each college has an industry advisory board that plays this role. The community colleges belong to the Association of Two Year Colleges (AATYC), a body that among other administrative functions provides leadership, direction, and a uniform response to meeting the workforce training needs of the state and industry. In response to the announcement of the SESP grant program, the Vice President of AATYC conducted a survey of green-related courses at all the colleges. The Vice President then brought the advisory boards into the process by creating a "super advisory board" specific to green jobs, to assess the readiness of the community colleges to take advantage of the grant to create new or enhanced programs.

Another contextual issue that played a role in the state's application and eventual implementation of the program was the nationwide economic downturn. The recession especially impacted Arkansas, which has a low per capita income relative to other states.

The Arkansas Workforce Investment Board (WIB) took a cautious and meticulous approach in its application for the SESP grant. WIB staff visited with industry and business to assess local demand for green jobs, taking advantage of the long history of collaboration between training partners, state workforce training departments, and business and industry. The staff had looked at labor market information, O*NET data, and other national statistics and were skeptical that these data reflected the true demand for green jobs in Arkansas. They concluded that it would be more beneficial for the state to invest in adding green technologies to existing trades rather than invest in cutting-edge areas such as solar panels, because they thought the demand for such products was not well developed in Arkansas. This decision was also partially driven by the fact that the Department of Labor had not yet defined green jobs comprehensively. This approach also enabled a focus on incumbent and dislocated workers while meeting U.S. Department of Labor priority population requirements.

Regulatory changes also have played a key role in the relative success of the program. The Public Service Commission (PSC), the body that regulates utilities in Arkansas, mandated that all utilities develop energy efficiency programs. The PSC ramped up this requirement in June 2011, increasing funding from \$35 million to \$175 million, to be spent by September 2013. This has greatly increased the demand for training and jobs in the green energy sector.

3. Program Description

Administration of the AESP was accomplished through three key funding/training streams. The WIB formed a partnership with the AATYC to use the network of 22 community and technical colleges to provide training services to incumbent or dislocated workers. AESP also formed a partnership with the Arkansas Apprenticeship Association (AAC) to provide training at seven apprenticeship programs. The third key partner was Winrock International, which provided support services to all participants in the college and apprenticeship programs. Given the breadth of the partners implementing the training programs, there was great variation in program components, outreach and recruitment, and local partnerships.

Program Components. The community colleges either enhanced existing college courses or developed new curricula. They worked with their industry advisory boards (1) to identify specific industry certification needs and then enhance existing curricula so that their students could obtain industry-recognized credentials while in college; and (2) to identify new needs and develop new courses. Colleges also used their facilities to offer non-credit certificate courses. AESP grants enabled these programs to purchase equipment and train trainers for these initiatives. In addition, AESP required that all certification courses meet national certification standards to ensure portability and that credentials were stackable (credentials could be added and build on each other).

An example of employer and community college partnership is Clear Results Consulting, a firm that assisted utilities in designing and implementing energy efficiency programs in collaboration with Arkansas WIB and community colleges. Clear Results Consulting knew that the demand was very high for technicians qualified to perform HVAC tune-ups using the new standards resulting from PSC mandates. The firm approached AESP and piloted a training program at a community college to train and certify students on the new standards. The program was highly successful and has since been rolled out to seven colleges, with hopes of further expansion.

Apprenticeship programs used the AESP funds to enhance existing apprenticeship programs offered by their labor unions.

Outreach and Recruitment. AESP expected community colleges and apprenticeship programs to be responsible for their own recruitment strategies. To promote the programs, however, AESP put together a website and joint course catalog of all the colleges. In addition to traditional recruiting channels for their regular programs, some community colleges went to high schools and job fairs to specifically recruit students for their green jobs courses. These colleges also approached local businesses to promote their training programs.

Most colleges relied on their existing assessment tools for their traditional coursework, namely reading and math skills assessment or standardized test performance. When necessary, students were offered remedial courses to enable them to do well in their training. The AATYC noted that some colleges tailored their assessment tools to better meet the demands of new training programs, for example, more comprehensive mathematics skills assessment for carpentry building and construction classes.

When the program started, AESP worked with Winrock International (the firm contracted to provide support services) to recruit participants through non-profit organizations serving low-income, vulnerable populations. However, Winrock soon realized that these populations were not ready for training, but rather mostly in need of basic support and social services.

Support Services. AESP worked with Winrock International to provide support services to all participants in the community college and apprenticeship programs. Winrock served as an intermediary between students and local service providers. Winrock staff also acted as case managers: they took responsibility for tracking students through the different support services to which they were referred, and recommending additional services. The firm also provided direct cash assistance to students to meet travel expenses, rent, or other approved support expenses such as day care services, rent support, or medical expenses. The cap of \$500 per student was raised to \$1,000, after it was realized that most students did not reach the cap.

Since Winrock did not have direct access to the participants, it worked closely with AESP to reach them. Once the training programs entered participants into the RAD system, AESP exported the data to Winrock. Some colleges also provided Winrock with college intake forms. The company then identified students who could benefit from support services or cash reimbursements for support services. Word-of-mouth soon became the main instrument for

learning about students in need of services. Winrock provided training programs with application forms for students to apply for support services. The company also worked with the National Apprenticeship Training Foundation to reach out to apprenticeship programs and their participants.

4. Partnerships

The Arkansas Workforce Investment Board brought together the following partners to form the Arkansas Energy Sector Partnership:

- 22 community and technical colleges
- Association of Two-Year Training Colleges (AATYC)
- Arkansas Apprenticeship Coalition (AAC)
- Winrock International
- Arkansas State Office of Apprenticeship
- Arkansas Department of Career Development
- Local Workforce Investment Boards

The key partners were the community colleges, AAC, and Winrock International. However, there has been considerable collaboration with industry and business at all levels and in all phases of the implementation of the AESP grant. Most notably, the community colleges worked closely with their own industry advisory boards to assess their programs for green jobs training potential and need. AATYC also formed a super advisory board to assess this potential and need at the national level during the process of applying for the grant. AESP has continued to meet with local business and industry to assess evolving industry needs and to get feedback on their numerous training programs.

5. Program Management and Sustainability

The Arkansas WIB took a methodical approach to the grant application, including a comprehensive assessment of industry and market needs for green jobs training, and worked closely with the network of community and technical colleges. It then took about a year from the initial grant award date to roll out the first programs, because the training programs needed that time to complete their own needs and capacity assessments, develop new curricula or enhance existing ones, and put new equipment in place. AESP attributes the success of its programs to this approach. AESP relied on training programs and Winrock International to leverage resources to augment the grant funds, typically building facilities and teacher training.

Although AESP has not completed a sustainability plan, it believes that most of the programs will be sustainable because there was good enrollment in the community college programs even before the curricula were enhanced. In addition, the community colleges and apprenticeship programs have enhanced their equipment to support green jobs training and credentials. What may vary are the funding levels and the number of students the programs can serve.

In its grant application, AESP aimed to train approximately 1,792 individuals with about 1,434 receiving a certificate, degree or completing an apprenticeship program. Approximately 1,371 of these participants would be placed in energy efficient occupations. Due to the long process to implement the grant, AESP acknowledges that it was initially off pace to meet these numbers. However, the more recent trends have been positive. For example, AESP reports that approximately 82 percent of the first cohort of unemployed program participants have been placed in employment. An employer-led training initiative (Clear Results Consulting) was successfully piloted at a community college, and the program has been rolled out to seven other colleges. In terms of support services, Winrock International has experienced a steady increase in participant awareness and use of the services.

6. Best Practices and Lessons Learned

Initial planning is essential. The Arkansas WIB used numerous tools to inform its decisions on the areas in which to implement the grant. In addition to reviewing labor market information, and O*NET data, the WIB engaged in extensive conversations with existing industry advisory networks to establish Arkansas's true demand for green jobs. After winning the grant, the WIB took approximately a year to work with the AATYC, community and technical colleges, and apprenticeship programs to plan how to implement the grant. The colleges also worked with their own local industry advisory boards to establish local need and develop their curricula. AESP credits their recent successes to this early and lengthy planning process.

Working within an existing network increases the likelihood of success. The WIB worked with the AATYC to take advantage of an existing network of 22 community colleges that had over 14 years' experience providing training for Arkansas workforce initiatives such as WorkKeys and Career Readiness Certificate. This enabled AESP to take advantage of existing infrastructures and institutional knowledge, which facilitated implementation. In addition, given their long history in workforce training, community colleges had established industry advisory boards that provided timely and pertinent feedback on current and future labor needs.

Support services enable more program participants to be trained. Both Winrock International and AESP commented that many of the participants would not have been able to undertake training without transportation assistance, the most common support service provided. This was especially important in the more rural areas.

**COMMONWEALTH OF MASSACHUSETTS,
EXECUTIVE OFFICE OF LABOR AND WORKFORCE DEVELOPMENT
STATE ENERGY SECTOR PARTNERSHIP**

1. Introduction

The Commonwealth of Massachusetts, Executive Office of Labor and Workforce Development (EOLWD), was the primary grantee for the Massachusetts State Energy Sector Partnership (the Partnership). While EOLWD served as the fiscal agent for the grant, this office lacked capacity in green jobs training, and subcontracted daily management responsibility to the Commonwealth Corporation, a quasi-public agency under the direction of the Massachusetts Secretary of Labor and Workforce. The Commonwealth Corporation led the planning and proposal development process and managed the grant on behalf of EOLWD. The Corporation operated a multi-layered grant structure to implement the Partnership, with eight sub-grantees who operated both statewide and locally in five regions across the state.

The Massachusetts State Energy Sector Partnership was designed to develop and provide training for unemployed, underemployed, and incumbent workers on the skills required for careers in emerging energy efficiency and renewable energy industries. None of the sub-grantees served areas in which jobs were lost because of declines in the automobile industry.

The research team interviewed the statewide grant director and visited the Metropolitan Boston Region sub-grantee. During the site visit, researchers interviewed representatives of the regional grantee, a training partner, a support services partner, and an employer partner, and conducted a focus group with six program participants.

2. Program Context

Some informants considered themselves to be “lucky” because of the high level of investment the state of Massachusetts has made to promote energy efficiency. For example, the state has subsidized home weatherization programs by utility companies for low-income residents; many of the employer partners involved in the Partnership were contractors providing weatherization services.

Training program priorities were set based on four key components identified by the Partnership. The Partnership targeted industry sectors in which the state’s energy policy was stimulating job growth, and occupations for which businesses have identified demand and for which workers could be prepared in less than 3 years. The Partnership leveraged the investments made in the state energy training funds to build training capacity throughout the state. The Partnership also leveraged the capacity provided by the Workforce Investment Act and state investments to develop regional Workforce Investment Board (WIB) and Career Center infrastructure. Based on these priorities and on data on local employers and their needs supplied by the Massachusetts Clean Energy Center (a state agency under the Executive Office

of Energy and Environmental Affairs), the Partnership identified 11 occupational clusters for training activities: HVAC Installation and Maintenance Occupations; Facilities Maintenance Occupations; Carpenters, Sales and Marketing Occupations; Office/Administrative Support Occupations; Weatherization Occupations; Construction Related Occupations; Engineering Occupations; Renewables Installation Related Occupations; Plumbers; and Industrial Painters.

Informants reported that there was a “lag” in the full impact of the recession on Massachusetts’ economy, with the result that job placements were slower than anticipated because employers were still reluctant to increase their workforces as the economy improved elsewhere. There were also specific regional challenges. For example, some regions were not home to companies capable of employing large numbers of workers.

3. Program Description

The Partnership operated through multiple layers of partnerships in a complex contract structure. Commonwealth Corporation contracted directly with three statewide partners and designated lead regional partners in each of five regions.

- Metro Boston Region: Boston (lead partner), Metro North, and Metro South/West WIBs.
- Northeast Region: North Shore (lead partner), Merrimack Valley, and Greater Lowell WIBs.
- Northwest Region: Franklin/Hampshire (lead partner), Berkshire, and North Central WIBs.
- Southeast Region: Brockton (lead partner) and Greater New Bedford WIBs.
- Southwest Region: Hampden (lead partner) and Central Mass WIBs.

The EOLWD designated these five regions. Local WIBs in each region selected one of their own partners to serve as lead regional partner; this lead partner in turn contracted with the other WIBS in the region and local training and support providers. Thirteen of Massachusetts’s 16 WIBs were included in the partnership overall. In three of the regions, the lead partner selected had previous experience in green jobs training. Lead regional partners were responsible for grant management and data reporting, but WIBs within the region had significant autonomy in how they operated their training programs.

Training funds to the WIBs flowed through Career Centers or through other training partners and primarily supported enrollment in existing community college courses, vocational technical schools, and community based training organizations. The Partnership sought to leverage existing training and curriculums, rather than developing new curriculums for the purposes of the grant. The South Middlesex Opportunity Council in the Metro Boston Region, for example, used a Department of Energy weatherization technician curriculum for trainings. Some of the

trainings, including short-course trainings, provided graduates with recognized certifications, including the OSHA 10 Hour Certification and the EPA's lead paint Renovation, Repair, and Repainting (RRP) Certification. Some programs also offered grant-subsidized on-the-job (OJT) training with employer partners, in which participants were placed in field-based training for a 60-day period, paid prevailing industry wages during this period, with grant funds reimbursing employers for a percentage of their wages. In Metropolitan Boston, this meant that the grant reimbursed employers \$8/hour toward the going wage. Participants were placed in OJT through the efforts of job developers at training partner organizations.

The three statewide partners were labor unions who offered their own specific trainings on industrial painting, solar-thermal plumbing installation, and green building techniques. The organized labor partners were Finishing Trades Institute of New England, Plumbers' Local 12 Education Fund, and Boston Carpenters Apprenticeship and Training Fund. Two of the organized labor participants, the Boston Carpenters Apprenticeship and Training Fund and the Finishing Trades Institute of New England, already had developed training curriculums and used grant funds to purchase training equipment. The Plumbers' Local 12 Education Fund used grant funds to design curriculums and procure training equipment.

Initial trainings focused on incumbent workers, partly because this allowed for smooth working relationships with employer partners. Roughly 1 year into the grant, however, the Partnership shifted to a focus on unemployed workers. One informant explained that relationships with employers developed through trainings for incumbent workers helped facilitate this transition. Informants in one local training partner described how the program's focus shifted to underemployed workers after it reached a "saturation point" training the pool of local unemployed potential trainees.

In local programs run through Career Centers, recruitment and enrollment processes generally followed normal procedures and were not developed specifically for the grant. Other training partners, such as the Middlesex Opportunity Council's Green Jobs Academy in the Metro Boston Region, recruited through Facebook, email flyers, and hard copies of flyers distributed through Veteran's Administration centers, MA Department of Transitional Assistance sites, and posted at local retail stores. Participants enrolled in the Academy through a process involving information sessions, math-comprehension testing, and an interview. Participants were considered enrolled after they attended the first training session.

Grant funds were not used to provide social service support, as the expectation was that WIBs used their existing funds for this service. A number of informants, however, noted that established strategies for partnering with support providers were still crucial to participants' success in the training program, and especially crucial for working with the longer-term unemployed. Other funding supported these crucial social services.

4. Partnerships

Partnerships and partnership development were critical to implementing the grant program's priorities. The Partnership drew on existing relationships and established new relationships to carry out its training and placement goals. Existing relationships between the Commonwealth Corporation and partners included those with the MA Clean Energy Center, WIBs, and the state AFL-CIO. According to one informant, these existing partnerships were "given life in new ways" through the SESP grant program.

New partners included two of the three trade union partners, and employers, largely weatherization contractors. Development of new partnerships involved a "getting to know each other" process of becoming familiar with one another's systems and goals. New partners had to be introduced to DOL's reporting requirements and systems, which often necessitated technical assistance from the Commonwealth Corporation.

The Partnership also built partnerships between sub-grantees in the five regions. With leadership from lead regional partners, WIBs collaborated across their macro-regions to "build relationships that worked for the regional labor market," according to one informant.

5. Program Management and Sustainability

The Partnership began to plan for and work towards smooth program management even before receiving the grant. Partners were involved in proposal planning and development, and also met to plan details of the program's implementation. Once the grant was received, state level informants reported that negotiating with 8 sub-grantees, rather than all 16 of MA's WIBs, sped the contracting process considerably.

The statewide Project Director (PD) at the Commonwealth Corporation was responsible for daily work with the sub-grantees. The Commonwealth Corporation created a planning template that each region, through a negotiation process, adjusted based on a local needs assessment. Each subcontract included an agreed-upon timeline of activities. The PD checked on grantees' progress through regular site visits and conference calls. Lead regional grantees were expected to conduct similar check-ins with each of their sub-grantees. Grantees submitted quarterly narratives and quantitative outcomes data that the grant administrator entered into the Recovery Act Data (RAD) reporting system.

The Partnership used several mechanisms to ensure the program's smooth operation, to communicate with grantees, and to ensure planned outcomes were met. These mechanisms included dedicated staffing for program management at the state level, regular meetings of the state level management and oversight team, convening all grantees quarterly (including WIBs and trade union partners), and monthly "learning communities" for job developers across sub-grantees.

The Partnership lacked a formal sustainability plan. An informant attributed this to uncertainty about the state budget and about federal Workforce Investment Act funds.

6. Best Practices and Lessons Learned

The EOLWD proposed that it would train 909 unemployed and underemployed individuals and 255 incumbent workers. According to the September 30, 2011 quarterly report, the program had met or exceeded the enrollment goals.

Informants indicated that while enrollment numbers were high, placement rates were disappointing. Informants suggested that the challenges in meeting outcomes were largely due to the vagaries of the economy. A job placement specialist also explained that employers might not hire trained participants from their service populations because of addiction, medical issues, or undisclosed criminal backgrounds, and that individuals from these populations also had difficulties remaining employed.

The project director constructed a grantee guide, planning template, and a user's guide for RAD, all of which were used as management tools and were provided to all local leaders. The PD conducted site visits regularly, hosted quarterly meetings with the full partnership, facilitated monthly job development calls to share best practice strategies, and analyzed the quarterly performance reports from all grantees. All of these activities indicated the program's active management of grantees.

The MA Energy Sector Partnership faced some startup challenges and disappointing job placement outcomes because of economic conditions. The Partnership also had promising practices and lessons learned that could be applied to other organizations.

The program established relationships with new partners and new kinds of working relationships between existing partners with WIBs, IHEs, trade unions, and employers all collaborating. While this was largely seen as a benefit of the grant program, these partnerships experienced some growing pains, particularly around data collection and reporting. In addition, the RAD reporting system was implemented after grants had been awarded. Informants reported that they would have proposed different measures had they been familiar with the system prior to entering into contracts with grantees.

State level grant managers also faced a learning process in working with diverse grantees across the state. Informants suggested that programs servicing entire states must adapt to regional needs and variations in capacity.

Informants also identified a number of promising practices that they intended to continue where possible.

- Building on existing strong partnerships, the MA SESP partners worked together to develop their proposal and continued to plan collaboratively for program implementation before the

grant was awarded. This allowed partners to build in clear timelines and support mechanisms and to establish clear expectations for accountability. This process was partly predicated on strong leadership and direction from the Governor's office on clean energy and ARRA funding. Informants also suggested that giving the partners who would implement the program a hand in planning and writing the grant proposal brought ownership from the beginning.

- State policy (i.e., state rebates for weatherization) also helped to drive demand from employers for employees trained in new energy efficiency practices. The City of Boston hosted workshops for employers to discuss state policies.
- Informants highlighted crucial staff positions to manage implementation and promote outcomes, including a dedicated program manager at the state level, and talented and dedicated job developers who continually built relationships with employers and brought on new employer partners. Job developers explored many routes for making connections with employers, including serving on advisory committees. The working relationships between local WIBs and employers established by the grant were highlighted as important.
- Subsidized OJT was an important strategy for getting workers trained in the skills employers needed. Subsidizing trainee salaries helped to mitigate the risk that employers experienced when hiring new employees. Informants stressed the need to remove bureaucratic barriers that stood in the way of this strategy.
- Bringing regional WIBs into collaboration through the grant allowed them to learn from one another, share best practices, and take a comprehensive approach to regional needs, with a result that WIB staffers "s[aw] their peers as resources." WIBs in four of the five regions established for this grant indicated plans to continue working together.

OKLAHOMA DEPARTMENT OF COMMERCE STATE ENERGY SECTOR PARTNERSHIP

1. Introduction

The Oklahoma Department of Commerce (DOC) State Energy Sector Partnership Program sought to increase training capacity and the number of workers certified in green jobs. Through the SESP grant, DOC provided training for a variety of green and “greening” jobs through eight training providers located throughout the state, six of which provided occupational training. The majority of the participants in the program were incumbent workers seeking to increase their skills, or specialize in green jobs; 25 percent of the participants were unemployed workers. The DOC SESP grant aimed to train 4,700 Oklahomans by the grant’s completion.

For the site visit, evaluators interviewed DOC grant administrators, staff from four training providers, one employer, and conducted a focus group.

2. Program Context

At the time of the grant application, Oklahoma’s economy was stronger than that of much of the country. Oklahoma had a lower unemployment rate than the national average. According to informants and the OK SESP application, however, the state’s workforce was ill prepared to grow or expand the green sectors of its economy. Specifically, the application cited research from the Pew Charitable Trust stating that the rate of growth in energy fields, especially wind, would outpace the nation’s. Further, other research predicted that growth in natural gas and other energy fields would be dramatic in Oklahoma. Research also showed that the extant workforce could not satisfy future demands in energy fields.

A task force of the Governor’s office wrote the grant application and framed the initiative’s overall goals. DOC was tasked as the implementing agency when the grant was awarded. The DOC chose to create a competitive process to select training providers to ensure that all regions of the state would be represented, and mandated that all grantees consist of a partnership between educational institutions, employers, and a local Workforce Investment Board (WIB). DOC staff visited several training providers and WIBs to garner interest in the project for proposal submission, and provided extensive information on the DOC website, including webinars to provide background information to all potential applicants. A total of ten partnerships applied and six were funded as “occupational training” providers. The OK SESP grant also engaged two additional organizations for specialized training for incumbent individuals.

According to the OK SESP application, several other state and federal policies and programs supported and aligned with this program, although informants suggested that business was the greatest driving factor in program design and implementation and did not reference any policies. Program designers insisted on providing training that would result in jobs.

3. Program Description

According to DOC publications, the SESP program was designed to “provide scholarships for green training and certification.”

Each training established by the program was different; however, the majority of the program’s funding supported direct training for individuals. The training providers, their target numbers of participants, and the trainings provided are described below.

- **TCC Green Training Consortium (Tulsa Community College).** 387 participants; LEED Green Associate, BPI Building Analyst, RESNET Certification, Alternative Energy, Sustainability Management, Driver Training, Waste Minimization.
- **Eastern Region Green Consortium (OSU Okmulgee).** 1415 participants; Advanced Energy Management, Advanced Resource Management, Distributive and SCADA Controls, Predictive Technology and Controls, Manufacturing Specialist, Advanced Manufacturing Specialist, AAS Degree.
- **OK Department of Career and Technology Education Green Consortium (Career Tech Centers statewide).** 2212 participants; NCCER Instructor Certification, NCCER Green Building Certification, LEED Green Associate, Alternative Fuels Technician, Wind Tech Level 1, Wind Tech Level 2.
- **OSU-OKC Green Jobs Consortium (OSU OKC).** 320 participants; Geothermal Heating and Cooling, LEED.
- **Southern Oklahoma Green Jobs Consortium (East Central University).** 200 participants; LEED Green Associate, Photovoltaic Systems Technology Technician, Weatherization Unemployed Worker, Weatherization Worker Enhancement.
- **Green Healthcare Training Consortium (Rose State College).** 300 participants; Green Healthcare Tools Certification, Green Healthcare Technician Certification.

Two other organizations provided additional training. Those organizations targeted employees within companies that might want to implement green practices at a later date.

- **OU Lean and Green Training.** Trained more than 390 Oklahomans to use traditional “lean” process improvement tools, specifically to promote environmental conservation and minimize waste.
- **Centers of Excellence in Energy Innovation (CEEI) (Tulsa Community College, OSU OKC, OKU Okmulgee).** The CEEIs educated and trained a competitive, highly-skilled workforce; provided a hub for community and industry collaboration leading to energy-efficient solutions; demonstrated a working example of an energy-efficient, sustainable facility; and promoted entrepreneurial initiatives and economic development.

Each training program targeted a different population and used different strategies to recruit participants. For example, the OSU-OKC Green Jobs Consortium and OU Lean and Green Training both targeted incumbent workers. They recruited participants by reaching out to employers that had employees who needed to improve their skills. Other sites, such as the Green Healthcare Training Consortium, wanted to target lower skilled workers and unemployed individuals. The Green Healthcare Training Consortium used a variety of methods, such as radio advertisements and partnerships with organizations like the Urban League and Goodwill Industries. The Green Healthcare Training Consortium also wanted to target military spouses, and, accordingly, recruited participants at the local Air Force base.

Enrollment at each site varied dramatically. Most sites adopted the traditional enrollment requirements, as well as the specific grant requirements, which included meeting selective service requirements. According to informants, most programs targeting incumbent workers did not set any math, English, or other entrance skill requirements. Other programs, mostly those that targeted harder to serve populations, required a WorkKeys assessment so that students would meet the basic academic requirements. Grant funds helped to pay participants' tuition costs. No supportive services were provided.

4. Partnerships

Partnerships for this grant occurred between DOC and the grantees, between and among grantees, and between grantees and their required partners.

The partnership between the DOC and the training partners was formalized through an interagency agreement. DOC chose to use an interagency agreement because all of the training providers were state entities and that type of agreement reduced the contracting time. Informants suggested that all of these partnerships existed to varying degrees prior to the grant, but that the relationships were expanded and strengthened by this grant.

The grant also forced the grantees, or training providers, to work together and learn from one another in ways that they had not in the past. DOC organized monthly calls and quarterly site meetings that rotated among partners, and which allowed these new partners to learn from one another.

The grant also enabled training providers to strengthen their relationships with employers and WIBs. Informants suggested that having WIBs as partners was not as successful as DOC had hoped. WIBs did not help to recruit participants for these programs and informants explained that it was hardest to develop relationships with the WIBs. Prior to the grant, these partnerships existed to varying degrees; however, informants suggested that the partnerships were strengthened by the program's common mission.

5. Program Management and Sustainability

The program was managed by the DOC, which acted as an intermediary and grants and fiscal manager. The DOC hosted monthly conference calls between sites, organized quarterly in-person meetings that rotated between locations, and conducted desk and in-person audits.

The OK SESP began to train its first participant 8 months after the grant's award because of the contracting layers between partners. The DOC spent 4 months hiring staff. Then staff conducted the RFP and contracting process with sites. This was followed by individual grantees scheduling, organizing, and recruiting participants for training. Informants suggested that it took an entire year to get the program fully implemented.

Informants stated that leveraged resources far exceeded expectations. DOC had planned for a limited amount of equipment to be purchased through the grant. While that equipment was eventually purchased, DOC felt that the process was arduous and time consuming. It would have been more beneficial if the program had obtained equipment through other means, such as industry donations.

Programs were generally in place prior to the grant and any program augmentations or additions were paid for outside of grant dollars. Informants suggested that any continuation of the programs will be dictated by employer demand. Informants intend that one third of the programs will be fully sustainable, another third will be partially sustainable, and the last third not at all.

6. Best Practices and Lessons Learned

As of the site visit, DOC had enrolled just less than 2,000 participants. DOC anticipated that it would serve 4,700 individuals before the grant ended. Most training providers reported that they were "on track" to train the full number of participants.

Informants identified several best practices used by the program.

- State Intermediaries should stay within their roles of contracting and monitoring grant activities and not interfere with work on the ground. This would enable all partners to concentrate on doing what they do best. The partnerships between training providers and employers were strong and should be encouraged locally, with the understanding that an outside entity may be perceived as interrupting that relationship and could cause damage.
- Partners should be flexible and responsive to grantees' needs.
- Informants suggested that subcontract agreements that were performance based were most effective in reaching goals.

- Eastern Region Green Consortium (OSU Okmulgee) created a program for General Motors, which utilized the GM curriculum in its classrooms and provided potential GM employees with certain skill sets outlined and articulated by GM.

MINNESOTA STATE ENERGY SECTOR PARTNERSHIP STATE ENERGY SECTOR PARTNERSHIP

1. Introduction

The Minnesota State Energy Sector Partnership (MSESP) was a state-level grantee that received a 3-year, \$6 million grant from the U.S. Department of Labor (DOL) in early 2010 to support job training and job placement activities in the energy efficiency and renewable energy (EE/RE) industries in Minnesota, specifically in the fields of energy-efficient building, construction, and retrofit, renewable electric power, and bio-fuels. The overall vision of MSESP was to create an integrated system in which EE/RE industries, educational institutions and training providers, and support service providers would work together to identify EE/RE occupations that were emerging or growing in demand, to provide the training needed by Minnesota's workforce to become skilled in those occupations, and to employ those skilled workers.

The Governor's Workforce Development Council (GWDC) is the State Workforce Investment Board in Minnesota. The GWDC spearheaded the MSESP grant application and oversaw the fiscal aspects of the grant program. The Minnesota Renewable Energy Marketplace oversaw the programmatic aspects of the MSESP grant.

The program aimed to have 1496 participants receive services, 1196 participants complete education or training activities, 1076 participants complete education or training activities and receive a degree or certificate, 897 participants obtain unsubsidized employment, and 718 participants retain employment for the first two quarters after job placement. The target population included dislocated workers, unemployed workers, low-income individuals, and union workers.

MSESP conducted 4 rounds of RFPs, resulting in the distribution of MSESP funds to 14 sub-grantees in June 2010, 11 in April 2011, and 11 in February 2012, with a final round of awards in 2012.

2. Program Context

The MSESP program aligned with Minnesota's energy policy. For example, Minnesota's renewable energy portfolio standard requires all utility companies to procure or produce at least 25 percent of their electricity from renewable sources by 2025.⁸ MSESP also aligned with Minnesota's workforce policy, which seeks to increase the number of workers with post-secondary credentials due to a growing gap between the number of jobs requiring skilled workers and the number of available skilled workers. It is projected that in 2018, 70 percent of

⁸ Minnesota. "Energy Summary Face Sheet." Last accessed July 31, 2012.
http://apps1.eere.energy.gov/states/energy_summary_print.cfm?state=MN

all jobs in Minnesota will require a post-secondary education; this figure is the highest among all 50 states in the nation.⁹

At the time of the grant application, an analysis of labor market information (LMI) projected tens of thousands of new or replacement job openings in EE/RE industries in Minnesota between 2010 and 2016.¹⁰ Declines in construction employment due to the housing crisis increased interest among construction firms to train their incumbent workers in green building and renovation skills and technologies. Minnesota ranks very high among States in the labor force participation rate and educational attainment of its labor force.

3. Program Description

MSESP allocated its \$6 million SESP grant award to subgrantees in Minnesota through an RFP process. As of early 2012, through 3 rounds of RFPs, MSESP had awarded almost \$3.9 million to 36 subgrantees in the target industries of bio-fuels, renewable electric power, and energy-efficient building, construction, and retrofit. The fourth RFP resulted in awards in 2012; all awardee activities will be completed by December 31, 2012.

Awardees included community colleges, technical colleges, manufacturing firms in EE/RE industries, non-profit organizations working on green issues or workforce issues, Native American tribal organizations, Private Industry Councils, and other organizations. Subgrantees were required to assemble teams of multiple partners to be eligible for the grant award.

Program delivery methods used by the subgrantees included classroom instruction, hands-on work with the actual equipment and materials used by employees on the jobsites, participation in pre-apprenticeship or apprenticeship activities, on-the-job training (OJT), and Adult Basic Education to provide remedial training as a pre-requisite to the core training program.

At many MSESP subgrantees, successful program graduates received nationally recognized, portable certifications. Examples of these certificates included the LEED-GA and LEED-AP certificates from the U.S. Green Building Council, and certificates from the National Center for Construction Education and Research (NCCER), the Building Performance institute (BPI), and the North American Board of Certified Energy Practitioners (NABCEP), among others.

One subgrantee, the Bluegreen Alliance Foundation, received a \$250,000 grant in February 2012 to support training in clean energy products, medical device manufacturing, and customized metalworking. As part of this subgrant, an existing curriculum in solar panel installation was expanded to include classes in finance, sales, and design. The curriculum was developed to align with the skills requirements of certain jobs at Xcel Energy, a utility company

⁹ Governor's Workforce Development Council. "All Hands on Deck." Last accessed July 31, 2012. http://www.gwdc.org/docs/publications/All_Hands_on_Deck_2011.pdf

¹⁰ Governor's Workforce Development Council. "2012 RFP and Grants." Last accessed July 31, 2012. http://www.gwdc.org/initiatives/mseps/2012_grants.html

serving Minnesota and other states. HIREd, a workforce organization, recruited and assessed participants for this training program. The application process included a lengthy application form, an essay, and a standardized assessment tool, AccuPlacer, which was used to assess applicants' basic reading and math skills. The training program was delivered at St. Paul College. Classes were held 4 to 5 days each week, totaling 280 hours, and included visits to solar panel installation sites. Participants who completed the training program and who successfully completed two projects with real customers were eligible to receive a nationally recognized, portable credential. Some of the participants found it difficult to complete the projects because of a drop in demand for this type of work. Participants recommended that a formal job fair be included at the end of the program to enable participants to meet with prospective employers. Participants also suggested that the program add an internship component through which participants could gain work experience on actual projects with an employer.

Another subgrantee, E.J. Ajax, a precision metal stamping company, functioned as an employer partner. Several industry suppliers donated millions of dollars of equipment and materials to the training program so that the participants would become familiar with the equipment used on the job. Other partners donated software needed in the training program. HIREd recruited participants and assessed their knowledge of the basic math and reading skills that they needed to succeed in the training program. Local colleges such as Hennepin Technical College provided classroom training at different times of the day to accommodate participants' schedules. E.J. Ajax provided experienced employees to help teach the training program participants, implementing a unique concept of "co-opetition" in which E.J. Ajax was willing to devote resources to training not only its own future workers but individuals who might go on to work for its competitors, in the belief that expanding the pool of skilled workers would help grow the industry and benefit all companies in the industry in the long run. E.J. Ajax also provided tutors to help participants succeed in the training program. Program graduates received a stackable, portable credential from the National Institute of Metalforming Skills.

Training program graduates who applied for a job at E.J. Ajax took an additional assessment, the "Occupational Aptitude and Knowledge Assessment," developed by the Precision Metalforming Association Educational Foundation. As part of a workforce safety program, E.J. Ajax conducted random drug tests of employees hired from the training program, since workers operating heavy metalworking equipment while under the influence of drugs or alcohol endanger themselves and co-workers. No case management or support services following job placement were offered, but the job retention rate at E.J. Ajax was 80 to 90 percent higher than E.J. Ajax had through traditional HR recruiting methods.

4. Partnerships

Partnerships were an important component of the MESP program. The Partnership itself consisted of several dozen members, including representatives of local utility companies and other energy-related firms, Minnesota state government (Department of Education, Department of Veteran Affairs, Department of Employment and Economic Development (DEED), energy divisions within the Department of Commerce, and the Department of Human

Services), the Minnesota AFL-CIO and other labor organizations, the University of Minnesota and other higher education institutions, the Minnesota state legislature, and workforce development organizations. DEED was particularly instrumental in preparing the grant application.

Each of the subgrantees also had their own set of partners. In all four rounds of the RFP, applicants were required to include at a minimum an employer partner and a training partner. Involvement of the local Workforce investment Board (WIB) was strongly encouraged in the first three rounds and was required in the fourth round. This requirement for partnerships was consistent with MESP's overall strategy of developing an integrated system in which the EE/RE industry drove the content of training curriculum to meet employer needs, education or training providers conducted the training, and workforce organizations assisted program graduates in finding jobs. The interlocking roles played by the partners at the subgrantee level was illustrated by the example above, which described the employer partner, E.J. Ajax, working with Hennepin Technical College and other education providers to train and hire workers with the skills needed by industry.

5. Program Management and Sustainability

One issue that arose regarding program management was the timing of the grant award versus when training could begin. Some of the educational and training programs operated on a cycle that began in September of each year. Because the SESP grant was awarded in January 2010, for some subgrantees, a number of months elapsed before training actually began.

Another challenge to program management was the 3-week shutdown of the Minnesota State government in July 2011. This shutdown was a major disruption, not only during the actual shutdown but also during the preceding weeks of uncertainty.

Yet another challenge was the time required for USDOL to approve certain changes to the grant. One change required 8 months to approve, which is a relatively long time in the context of the 3-year grant.

As of the date of the site visit, there were no plans to continue the program after the grant expires on December 31, 2012. Discussions about continuing the program, however, may occur before the grant ends.

6. Best Practices and Lessons Learned

Several best practices emerged from the site visit discussions.

- **An iterative RFP process.** Instead of distributing the entire \$6 million grant right away, MESP implemented a series of 4 separate RFPs spread out over the 3-year grant period. This allowed MESP to adapt to changing economic conditions. For example, after graduates of the early cohorts of training experienced difficulties finding jobs, MESP

required WIB involvement instead of simply encouraging it. The iterative RFP process also allowed MESP to learn from the experience of the earlier rounds of RFP, which benefited it when it wrote the later RFPs.

- ***Committed employer partners.*** The initial RFP issued by MESP requested that employer partners provide a Letter of Intent stating their support of the training program. Later RFPs strengthened this requirement to a Letter of Commitment, which stated that the employer partner was committed to hiring graduates of the training program.
- ***A grant manager skilled in establishing partnerships.*** Due to the importance of partnerships to the success of grant program implementation, it was vital to have a grant manager who was able to reach out and establish relationships with partner organizations.
- ***Industry-recognized credentials.*** The MESP subgrantees were required to implement training programs that awarded industry-recognized credentials that were portable to successful participants. This had a spillover effect onto other non-SESP training programs, which also began shifting their focus to industry-recognized credentials.
- ***Providing technical assistance to prospective subgrant applicants.*** In a previous grant program, DEED had regionally-based administrators who provided technical assistance to potential grant applicants to help them design appropriate programs. That was very helpful; unfortunately those regional positions were eliminated.
- ***Longer timeframe than 3 years.*** One viewpoint expressed during the site visit was that the 3-year timeframe for grant activities seemed too restrictive.

**WASHINGTON STATE WORKFORCE TRAINING AND EDUCATION
COORDINATING BOARD
STATE ENERGY SECTOR PARTNERSHIP**

1. Introduction

The Washington State Workforce Training and Education Coordinating Board (the Board) operated a multi-layered grant structure to implement its state energy sector partnership. The project was structured to address energy conservation and energy efficiency through a variety of individual trainings and training programs. The Board used a wide range of labor market information to select targeted training categories and determined that urban areas had the greatest opportunity for growth in these areas. The Board provided funding to three Workforce Development Councils in highly populated areas in Seattle-King County, Snohomish, and Spokane. The Board also developed a relationship with Build It Smart, a safety training organization for Joint Apprenticeship and Training Committees (JATCs), which served as a required partner for the three Workforce Development Councils. Build It Smart then subcontracted training programs with several JATCs throughout the state.

2. Program Context

Washington State started to develop its green jobs strategy in 2008. The Employment Security District created a definition for green jobs and prepared the state's first employer survey addressing available green jobs. The Board helped to develop the definition and survey. This basic labor market information informed planned grant activities.

Early in 2009, the state legislature learned that the U.S. Department of Labor (DOL) would be creating a state level grant program. As a result, the state legislature created the Evergreen Jobs Leadership Team to analyze jobs in the green economy and to engage potential partners. Further, the Board, in partnership with the Center of Excellence for Energy Technology, hosted forums with the leadership of labor organizations and energy companies to help design the program and target trainings. The Board also invited high level DOL staff to attend a forum prior to the release of the solicitation for grant applications (SGA).

Once the SGA was released, the Governor asked the Board to review grant applications in all training grant categories, set criteria of what skills applicants needed to be successful, and provide recommendations to the Governor. With the Board's recommendation, the Governor provided selected applicants with letters of endorsement. This helped to align potential grant programs and prevent unnecessary overlap of services. Since the SESP SGA set the only eligible grantee in Washington as the Workforce Board, all potential SESP grantees (Workforce Investment Boards in Washington are known as Workforce Development Councils) needed to write white papers to describe how they met the criteria set forth by the Workforce Board. The Board was able to integrate its knowledge of other energy-related grant proposals to the DOL into its proposal and plan programming aligned with other proposals. The Board also reviewed

current labor market information, and completed its own labor market research by meeting with utility companies, such as Avista and Puget Sound Energy. During this process, the Evergreen Jobs Leadership Team also worked to ensure that programs did not overlap and that work was coordinated.

During the proposal development phase, according to informants, Washington's economy struggled and had little activity in construction industries. Some informants suggested that the economy "bottomed out" at the same time the award was given, while others suggested that the economy was stagnant.

For the site visit, evaluators interviewed Board staff, and visited Seattle-King County Workforce Development Council (WDC). Phone interviews also were conducted with the two other Workforce Development Councils, Snohomish and Spokane, and with Build It Smart, a subcontractor to all three WDCs, which then subcontracted to about 18 JATCs to provide training to an estimated 85 percent of participants.

3. Program Description and Delivery Structure

The Board's program consisted of multiple layers in a complex contracting structure. The Board contracted directly with Workforce Development Councils (WDC) in Seattle-King County, Snohomish, and Spokane. Each WDC subcontracted with a community college and other partners for a portion of trainees, and with Build It Smart, a required partner within all three WDCs. With the Board's guidance, WDCs contracted with Build It Smart to supply training to 85 percent of the targeted grant participants. Build It Smart, which provided safety training to JATCs prior to the grant award, then subcontracted to up to 18 JATCs to provide training in specific areas at either a statewide or county level.

Each individual WDC had a staff person tasked with meeting the grant objectives and setting the particular strategy for the non-Build It Smart portion of the program. To provide training services, each WDC partnered with at least one local community college: Seattle-King County partnered with South Seattle Community College and Renton Technical College; Snohomish with Cascadia Community College, Edmonds Community College, and Everett Community College; and Spokane with Community College of Spokane. If necessary, each WDC partnered with other partners to provide support services, such as case management and job development. Each WDC provided support services through different means. For example, the Seattle-King County WDC subcontracted with TRAC Associates to provide a case manager to help participants with résumé writing, job interview preparation, and networking. The Spokane WDC relied on the leveraged support of the Community College of Spokane's on-campus career center.

The trainings provided varied dramatically by site. Trainings covered a range of topics.

- Commercial and public building retrofits
- Post-retrofit building management

- Floor polishing certificate (greening up that process)
- Pervious concrete technician
- Green Construction for Ironworkers
- Pipe trades training in refrigeration
- Residential energy auditing
- Introduction to photovoltaics and installation
- Commercial energy auditing
- Building operations
- Commercial light auditing
- Energy accounting
- Energy management and analysis

Overall, the largest population served by the grant was incumbent workers, with a small portion of dislocated workers. Build It Smart recruited two populations: incumbent workers who needed to increase their skills to maintain employment; and unemployed workers who needed to gain skills to earn employment. Informants suggested that a greater number of journeymen than expected were engaged, as opposed to apprentices, because of the state of the economy and their increasing need to develop and improve skills.

The other trainees were recruited primarily through traditional community college methods, such as online advertizing and faculty recommendations. Some sites sought to recruit participants from nontraditional sources for community colleges. For example, the Spokane WDC recruited recent YouthBuild graduates who otherwise were unable to find work. The grant did not target anyone new to the construction industry due to the high levels of unemployment. Veterans and individuals with disabilities were given preference in recruiting.

Enrollment and orientation processes across the sites differed based on whether the participant had enrolled in a JATC program or a community college program.

If the participants were enrolled in a JATC program, they learned about the program through regular JATC communications, such as email or a mailing. Some participants were required to participate as part of apprenticeship training. All JATC trainings required basic knowledge and abilities. If an individual was not required to participate as part of an apprenticeship, the JATC would know if the apprentice or journeyman was at the appropriate skill level to participate in the training. Trainings through the JATCs ranged from a single 4-hour course to semester-long courses. JATCs courses were a mixture of hands-on training and traditional classroom instruction.

A participant's enrollment and orientation to a community college training program generally followed the community college entrance process; however, some programs had additional requirements. For example, the Seattle-King County WDC program at South Seattle Community College required math tests prior to specific classes. Also, before an individual was admitted to a course, he or she was required to interview with a TRAC Associates case manager. This interview was not intended to influence whether the potential participant would be accepted into the program. Rather, the interview was designed to determine the participant's needs in developing tools for gaining employment (i.e. résumé writing, interview skills, networking, etc). Other sites set standards based solely on the community college entrance requirements. For

example, the Spokane WDC used the Community Colleges of Spokane's entrance procedures, which required a math exam for one of the three training programs.

Overall, few support services were provided through the grant. All WDCs reported that they provided job preparation and placement services for participants. For example, sites helped participants improve their résumés, practice interview skills, improve job search practices, and negotiate salaries. The means by which job development services were provided varied by location. Some sites directly contracted for job development services, while others relied on in-kind support from community colleges and other partners. The Seattle-King County program also enhanced its program by integrating the IBEST model (Integrated Basic Education and Skills Training) into classroom learning by dedicating a staff person to accelerated learning.

Other support services were primarily provided through other funding sources, including co-enrollment in WIA.

4. Partnerships

Partnerships were critical to the program's success. The Board's partnerships ranged from new relationships to long-standing relationships with extensive contracting histories. The Board had long-standing relationships with the three subcontracted Workforce Development Councils. Further, the WDCs had existing relationships with the community colleges engaged in their programming. These existing partners were already familiar with each other's contracting and reimbursement processes, thus easing the implementation process. The reporting structures for the SESP grant were different from past grants, which required the Board to provide additional support to the WDCs.

The Board had a limited relationship with Build It Smart, and no past history of contracting services. The WDCs had no existing relationship with Build It Smart. Build It Smart had existing relationships with the JATCs, but limited contractual partnership experience with these partners. The JATCs had varied experience with community colleges and WDCs.

Build It Smart had never received DOL funding before this grant, and several of the JATCs were also first time recipients of DOL funds. Together, Build It Smart and the JATCS were responsible for training 85 percent of the participants for the overall grant.

The program's implementation was delayed because of the complex program structure and the challenges of developing new partnerships. The Board received the grant in January 2010. Build It Smart signed contracts with the WDCs in June and August of 2010. Build It Smart and the JATCs were unfamiliar with DOL policies and procedures, such as enrollment requirements. Further, the Board and WDCs were uncertain of DOL enrollment requirements for ARRA projects. Nearly 1 year into the grant, the Board and WDCs learned that this information needed to be collected and Build It Smart and the JATCs needed to go back to participants to gather the information. Challenges such as these strained the new relationships.

5. Program Management and Sustainability

The Board used several mechanisms to communicate with grantees to manage the program and ensure that outcomes were met. These mechanisms included assigning a single staff person to provide technical assistance and support to sites for data collection and cleaning; providing a formal monitoring guide based on DOL's monitoring guidelines; reviewing WDCs regularly; creating a webpage with all grantee resources, including all required forms (<http://www.wtb.wa.gov/SESPresource.asp>); convening all subgrantees regularly; participating in DOL institutes; and participating in DOL Region 6 conference calls.

Program management strategies appeared to be effective with existing partners, including the WDCs and community colleges. Informants suggested that WDCs needed to work closely together, communicating by phone on a weekly basis and regularly by email, to ensure that communication with Build It Smart was consistent. Even with this level of effort, some informants suggested that information about grant requirements was inconsistent.

Informants agreed that the grant's expectations were not clearly defined early on and that partners may have misunderstood each other's expectations and capacities. For example, informants who had no prior experience with DOL grants did not view the online manual and required forms as resources in implementing the grant. Partners with prior experience with DOL grants underestimated the "learning curve" for new DOL grantees and the support needed to effectively engage these partners.

6. Best Practices and Lessons Learned

The Board projected that it would train 4,915 individuals. According to the most recent quarterly report (December 31, 2011), the Board had not met its expectations.

Informants suggested that the challenges in meeting outcomes were due to misunderstandings about how to count participants (per individual or per training) and delayed start dates. For example, the electrical JATC anticipated that it would start training participants immediately, but was delayed for a year and a half due to the purchase of equipment. This dramatically reduced the number of courses that could be provided during the grant period and thus the number of participants trained.

As a result of the miscommunications and misunderstandings, all WDCs put corrective actions in place for their contracts with Build It Smart. Overall, Build It Smart received \$700,000 less than originally planned with the funds going to WDCs to partner with community colleges to reach program outcomes.

The Board's program faced substantial challenges, primarily due to difficulties in developing new partnerships and helping partners understand the requirements of DOL grants. The Board, however, also had promising practices and lessons learned that could be applied to other programs.

The Board learned that from the outset, grantees should consider the challenges of partnering with organizations that are new to DOL funding. As stated previously, many of the partnerships were new and did not share similar business practices, such as contracting and reimbursement processes. Also, partners did not fully understand each other's capacities and the capacities needed to carry out this type of grant. Informants also suggested that it would have been beneficial to help partners new to DOL grants by providing them with additional support, training, and background information on the administrative requirements of DOL grants.

As previously stated, the Board's structure was complex. The SESP SGA required that the Board contract with local Workforce Investment Boards, in this case the WDCs. Since the Board placed a large portion of its training with Build It Smart, an additional layer of administration was created through the WDCs. Also, Build It Smart contracted all training services with the JATCs, thus creating another layer of contracting. Informants suggested that a simpler grant structure might have prevented some of the challenges and could have been more efficient.

While all informants suggested that the partnership between the Board, WDCs, and Build It Smart was challenging, it increased the overall capacity of grantees and helped the state workforce system strengthen its relationship with labor unions and employers.

One informant suggested that a particular challenge became an opportunity for program improvement. Specifically, the informant suggested that the audit by the Office of the Inspector General (OIG), and subsequent comments from high-level staff at DOL, gave the program the flexibility to modify training and program design to better serve participants. In particular, the informant suggested that on-going training in weatherization did not make sense, but without the support and endorsement of the OIG report and high level DOL staff, changes in program design to occupational training with more potential for employment may not have been possible.

In contrast to the challenges, informants identified numerous promising practices.

- Some community and technical colleges used IBEST to help students with math and English acceleration. Some students enrolled in the grant needed additional remedial information, while staying on track with their technical training. Programs employed a full time staff person to offer the remedial, contextualized assistance, which addressed the needs of English language learners and those lacking basic concepts, while applying the knowledge of course curriculum with student needs to help them learn concepts.
- The Spokane WDC worked with all employers to demonstrate that green jobs were actually the greening of existing jobs.
- Some community colleges, notably South Seattle Community College, created a network of participants to support each other through the job search process. Through job

development services, participants met, shared job postings, and recommended each other to potential employers.

- Washington has Centers of Excellence related to energy and construction that collected specific promising practices and published results for replication throughout the state. While not funded by the grant, this practice ensured that promising practices were documented and easily replicated.
- Strong relationships with community partners enabled training programs to adjust or change to better meet the needs of the labor market.

**SECTOR ALLIANCE FOR THE GREEN ECONOMY
WISCONSIN DEPARTMENT OF WORKFORCE DEVELOPMENT
STATE ENERGY SECTOR PARTNERSHIP**

1. Introduction

The Sector Alliance for the Green Economy (SAGE) project provides green skills training for traditional occupations in the construction, manufacturing, and utility industries by upgrading (or “greening”) existing apprenticeship programs and establishing new statewide apprenticeship programs. Research on green jobs, conducted by the Center on Wisconsin Strategy (COWS), University of Wisconsin, suggested that while the jobs in the traditional skilled trades (e.g., plumbers, electricians, steamfitters) would not change, the technology and skills needed to perform those jobs would have to be upgraded. Since Wisconsin has always had strong apprenticeship programs, the Department of Workforce Development (DWD), together with the Council on Workforce Investment (CWI), decided to review the apprenticeship occupations in Wisconsin and identify any gaps in existing apprenticeship training programs relative to the skills needed for the new green economy. The SAGE project was established, in particular, to meet energy-based workforce training needs.

2. Program Context

Geographically, the SAGE project is based on the seven GROW regions,¹¹ whose goal is to encourage regional partnerships and economic, workforce, and education system development. Within each GROW region, one or more Workforce Development Boards (WDBs) provide a network of local service delivery systems and serve as the foundation for local SAGE teams. The SAGE teams consist of energy sector stakeholders, including private energy efficiency and/or renewable energy businesses and business associations, labor organizations, WDBs, registered adult apprenticeship programs (training centers and/or employers), local non-profit organizations involved in energy efficiency and/or renewable energy industries or services, local technical colleges, local economic development organizations, and Wisconsin job centers. Conversations about energy planning started more than 6 years ago, focusing mostly on the utility industry. The development of apprenticeship programs was thought to be an appropriate response to the expected aging of Wisconsin’s workforce in the next few years,

3. Program Description

Program Components

¹¹ The Growing Regional Opportunities in Wisconsin (GROW) grant program was established by the Governor’s Council on Workforce Investment as part of a broader effort to chart a new course for regional economic and workforce development.

The SAGE grant activities consisted of two components: (1) energy sector planning conducted by the local WBDs to develop long-term strategies to meet labor needs in the energy sector, and (2) upgrading existing apprenticeship programs to provide green skills and create new apprenticeship programs for green occupations. DWD had active contracts with 25 apprenticeship training institutions to upgrade training programs (e.g., carpentry, electrician, steamfitters) and initiated two new apprenticeship training programs, for dairy graziers and wastewater treatment plant (WWT) operators. DWD was responsible for overall administration of grant funds and also reimbursed the trades for the purchase of new equipment.

Upgrading existing apprenticeship programs. The first step in determining how to upgrade existing apprenticeship programs was to convene an industry focus group consisting of skilled workers, employers, and instructors from the technical college system. This group conducted an occupational analysis to determine the key aspects of the job requirements, identified the new skills needed to “green” the trade, and assessed whether the technical college system had an existing curriculum, equipment, and trained instructors to provide the training. If a new curriculum was needed, the SAGE grant funded a learning design consultant (Worldwide Instructional Design Systems) that developed the curriculum.

Creating new apprenticeship programs. Based on information from the U.S. Department of Labor, DWD determined that wastewater treatment plant (WWT) operators, dairy graziers, and energy auditors would be new green occupations for which individuals should be trained. Prior to the grant, DWD was approached by stakeholder organizations to discuss how apprenticeship training programs could be developed for these occupations (Department of Natural Resources for the WWT operator program, and GrassWorks, for the dairy grazer program).¹² To develop the new programs, DWD also convened industry focus groups consisting of skilled workers, employers, and customers. They groups identified the key skills needed to perform the jobs and developed the specific components of the training, including which components would be delivered through classroom training and which would be part of the on-the-job (OTJ) training. The groups met regularly to develop and review the program components. The next steps were the design of the program, the development of the curriculum, and identification of the training provider.

Recruitment and Assessment

Approximately one week after a trade had been greened, DWD sent letters to current apprentices to inform them that they might be eligible for SAGE grant funds. To be eligible, an individual’s income had to be within 350 percent of poverty level and the individual must be in a trade that has been greened (i.e., a new curriculum and/or equipment had been incorporated into the program). Interested individuals then contacted DWD. In addition, DWD representatives visited apprenticeship classrooms for every trade that had been greened, or was planned to be greened, to talk to potential participants about the program. There were three categories of SAGE program participants: (1) those already enrolled in the apprenticeship

¹² The Energy Auditing apprenticeship program has not been started.

program when the new curriculum or equipment was incorporated, (2) apprentices who enrolled after the new curriculum or equipment have been incorporated, and (3) journeyworkers who received additional training for the green components. Each trade also had its own eligibility criteria. All trades except for laborers required a high school diploma, and some required a driver's license. All apprentices had to be 18 years of age. Two trades had additional math requirements, including high school-level algebra with a C average.

Two of the trades used a ranked list to determine which applicants would be accepted. Potential participants took a qualifying test (different for each trade). The joint apprenticeship training committee then interviewed each applicant, developed a combined test/interview score, and ranked the applicant. When an employer asked for an apprentice, the highest-rank applicant was called. If an employer had a female/minority hiring goal, the highest-ranked female/minority person was selected.

The traditional programs did their own recruiting, which is "rate and place." For the new occupations, apprenticeship training representatives (ATRs) were responsible for conducting outreach to employers. The SAGE outreach coordinator developed an outreach packet for new programs; the ATRs contacted potential employers to encourage them to start apprenticeship programs.

Training and Credentials

All apprentices who completed the program became journey-level skilled workers, but each training program provided its own credentials. The additional green training components did not necessarily result in new certifications/credentials, but they increased the employment prospects of the participants by providing them with new skills and competencies (such as competent climbing for wind turbine construction/maintenance for electricians). The technical college system, which consists of 16 colleges, was the predominant training provider for the green curriculum, but some trades had their own training centers. Most of the colleges obtained faculty directly from the trades; in many cases, the instructors worked in the trade as well as having a faculty appointment.

Case Management and Support Services

The SAGE team offered case management services involving intake and/or orientation to job center services and programs, initial assessment of needs for support or training funds, information or referral to non-SAGE services and programs to aid the participant in completing the apprenticeship program, information regarding unemployment compensation, and workshops designed to improve basic work skills or competencies.

The SAGE project provided an allocation of \$1,800 to each participant for tuition, books, and equipment, and another \$1,800 for supportive services such as child care, housing assistance, and transportation.

4. Partnerships

The SAGE project involved key partnerships among DWD, local WDBs and job centers, industry (e.g., employers, skilled workers from the trades, joint apprenticeship training institutions/unions, customers [e.g., municipalities]), and the technical college system. As described earlier, industry representatives were heavily involved in the development of new apprenticeship programs as well as in the greening of existing trades. DWD developed a memorandum of understanding (MOU) with the technical college system that described the roles and responsibilities for completing the development of new and/or supplemental apprenticeship training curricula and providing rollout training for instructors who would teach the courses.

5. Program Management and Sustainability

Since employers and industry pay for apprenticeship training programs, the new curricula, equipment, and instructor training paid for by the SAGE grant funds will be sustained after the grant period is over. Employers have a vested interest in training apprentices in traditional and new apprenticeship programs to ensure that they have a skilled pool of available workers.

Prior to the SAGE grant, DWD provided seed funding to the local WDBs to begin energy sector planning at the local level. As the WDBs began bringing together stakeholders (e.g., utility industries, technical colleges, community-based organizations) through the planning process, DWD provided some additional funding through SAGE (which was supplemented with WIA funding) to help sustain the energy sector planning process. Ultimately, the WDBs will be able to sustain the energy sector planning activities on their own.

The SAGE staff projected that, over the 3-year grant period, 6,764 apprentices and journey workers will gain new skills, knowledge, and abilities through the new apprentice programs and the updated training. As of April 2012, no apprentices had yet completed a greened apprenticeship program. To date, 18 of the trades have been officially “greened,” and DWD is working to complete the greening of the remaining trades and to recruit for the new apprenticeship programs.

6. Best Practices and Lessons Learned

The SAGE grantee project staff reported the following best practices associated with its program:

- SharePoint site for Statewide Apprentice Allocation Accounts (\$1,800 for supportive services and \$1,800 for tuition assistance) for each apprentice. Formerly, all requests had to be reviewed and approved by the SAGE Project Coordinator. DWD set up a SharePoint site so that case managers at the local job centers across the regions could access apprentices’ account information and know how much there was left to spend.

- Access database for tracking apprentices who had income of 300 percent of the poverty level (revised criterion). The database allowed DWD to quickly scan all eligible apprentices when sending out invitation letters for the program.
- Virtual equipment (e.g., virtual painter, virtual welder) purchases for certain trades have a better environmental impact and will result in cost savings in the long run.
- Involving industry directly in focus groups/committees charged with greening trades and developing new apprenticeship programs was highly effective. Industry partners know the specific knowledge, skills, and capabilities that employers are looking for and were able to assist with occupational analysis, development of curriculum, and instructor training.
- Journey workers were allowed to complete training only in the “greened” components of the apprenticeship training programs.
- Sustainability. The program targeted incumbent workers; employers usually pay for apprenticeship training, to maintain a skilled labor supply.

Some of the challenges and lessons learned reported by the SAGE project team included the following:

- Because no hiring was done for the SAGE project team until August 2010, there was little activity during the first 7 months of the grant.
- The grant modification request process was very slow since it required DOL approval for all equipment purchases above \$1,500. The average processing time for all such requests was 1 ½ to 2 months.
- DWD suggested that a standardized template (preferably online) be developed for grant budgeting and that more guidance be provided to the grantees on budgeting for the grant and the budget modification request process.
- In retrospect, it would have been beneficial to have incorporated pre-apprenticeship training programs to prepare individuals for apprenticeships and ensure an adequate pipeline of apprentices.
- The income eligibility requirement presented a challenge. Originally it was 250 percent of poverty level, but many individuals were not able to meet this requirement. DWD submitted a request to have the amount increased to 350 percent, which was approved. Also, the initial support amount was only \$500 per person, which was subsequently raised to \$1,800. This increase was especially important for participants who needed child care.

BIO OHIO

HEALTHCARE AND HIGH GROWTH

1. Introduction

BioOhio describes itself as an “industry-facing” organization operating statewide in Ohio to promote the growth of the bioscience sector, acting as a trade association for the industry. BioOhio distributes funding to six community colleges that have each created a bioscience program specific to the employment needs of their region. The DOL grant program is part of a larger strategy for BioOhio to establish Ohio as the industry center for bioscience, and develop a workforce with academic and training standards, which is viewed as essential to meeting this goal. The BioOhio DOL grant program was marked by significant employer involvement and a regional approach for grant program development. Program goals included serving 700 participants, having 630 complete education or training activities, 500 complete education or training activities and receive a degree or certificate, and 560 complete education or training activities and obtain unsubsidized employment.

2. Program Context

Ohio is an auto-impacted state with a growing bioscience industry (estimated growth of 2 percent annually for the last 10 years according to informants). At the time the grant application was submitted, unemployment in the counties served by the grant ranged from 7 percent to 14.5 percent, with some metropolitan areas (Cleveland and Toledo) experiencing unemployment rates exceeding 10 percent. Currently there are approximately 62,000 people employed in bioscience careers in Ohio, with 1,000 job openings monthly, according to BioOhio surveys. Many of the skills used in auto manufacturing are transferable to jobs in bioscience, with some skills modifications or upgrades.

BioOhio and its grant program partners used extensive labor market information supplemented by employer and industry feedback. The Council for Adult and Experiential Learning (CAEL), one of the partners, helped community colleges to understand the needs of employers. For example, CAEL conducted surveys and held focus groups of employers in the Toledo area to better understand the labor market demands in that particular region. This labor market information impacted the distribution of training dollars.

BioOhio has six community college providers operating in four regions (Northwest, including Toledo; Northeast, including Cleveland; Central, including Columbus; and Southwest, including Cincinnati). There were two community college partners in the Cleveland area and two in the Cincinnati area. BioOhio used a regional structure for the grant because each region specializes in different areas of bioscience. As a result, each region had a different training model based on industry needs in that region.

3. Program Description

The program was administered by BioOhio. Funding was distributed to six community colleges in four target regions based on industry needs.

Three of the community colleges had two-year associate degree programs in place prior to the grant, which served as the springboard for other community colleges to create curriculum and develop certificate programs. BioOhio helped all the community colleges develop an advisory council of employers. These advisory councils assisted with program and curriculum development geared toward specific employer needs in each region, provide company tours, and offer industry professionals as teachers for programs. Between the six community colleges, there were both credit and non-credit program offerings ranging from a seven-week certificate program to two-year associate degree programs.

Work across the six community colleges was strengthened by technical assistance provided by the Council for Adult and Experiential Learning (CAEL). CAEL assisted sites early in the planning process to understand labor market information and helped develop pathways for individuals coming from jobs in other areas of manufacturing. CAEL also attended all regular group meetings and was deployed to address specific workforce development issues as needed.

Each of the six community colleges delivered a different program with different program components and service delivery strategies. In general, all sites provided training focused on the bioscience industry needs in their region, with substantial input and continuous feedback from industry.

The bioscience industry does not have a national industry-recognized credential, analogous to the RN credential in nursing or the EMT credential in medical response. However, each site worked with its employer advisory council to ensure that the local employer community valued the grant training program. During the development phase, BioOhio asked all sites to use a single, existing program as the framework for developing training programs and intended to continue working with sites to ensure some standardization across the state, thus creating a statewide industry-recognized credential.

Each community college recruited participants through various means. For example, some programs recruited existing community college students. Others had close relationships with local One Stop Career Centers. Still other programs work closely with employers who wished to have staff upgrade skills or employers that might be planning mass layoffs. Sites did report limited funding for recruitment and suggested traditional recruitment methods such as participating in career fairs, hanging flyers in public places, and newspaper advertisements were still popular.

Based on feedback from interviews, it appears all programs offered some job preparation support, some of which was integrated into classroom trainings. For example, the Columbus State Community College bioscience manufacturing technology certificate consisted of a

sequential three-class training with one of the classes entirely focused on job preparation and soft skills. Job readiness and placement needs for the individuals served by this grant indicated to these community colleges that their placement services needed to be more robust. Case management and other supportive services, such as transportation and child care, were not funded through the grant project and some sites were co-enrolling participants in WIA to offer additional supports and assistance for their participants. Respondents said that funding for support services would have been a welcome addition to this program.

4. Partnerships

BioOhio identified the six community colleges and CAEL as the primary partners. However, industry was the driving force behind all program activities. Throughout all interviews, respondents mentioned that numerous industry partners (including the 13 that provided letters of support) informed curriculum and program design, set requirements for intake processes, provided site tours, and delivered classroom lectures.

Respondents also cited a variety of partners that differed across regions: the One Stop Career Centers, union partners (AFL-CIO), and community-based organizations. BioOhio has a particularly strong relationship with the AFL-CIO, which works to help place union workers in any training leading to a job, union or otherwise. The AFL-CIO also helped connect BioOhio with two employers (Jim Beam and Avon) that were planning mass layoffs, to help employees retool their skills before the layoffs occurred.

Partnership development was a particularly strong component of the BioOhio program. As a trade organization, BioOhio acted as an effective intermediary between industry and training providers. The programs had value to employers because employers knew an organization representing their interests was coordinating the effort.

5. Program Management and Sustainability

BioOhio instituted management practices to ensure funding was spent in a timely manner and data accurately tracked. For example, BioOhio required monthly, instead of quarterly, reporting within five days after the end of the month. The program created fiscal and program tracking systems to ensure its subgrantees were reporting in an accurate and timely fashion. For example, the program manager acted like an auditor and randomly assessed participant records to ensure information was recorded accurately. The information submitted allowed for the project manager to have informed discussions based on timely data. BioOhio held monthly conference calls and quarterly face-to-face meetings with all sites. The calls and meetings served to address any issues that might arise, as well as allow for cross-site learning and peer-to-peer exchange.

Leveraged support varied by location. By statute, the community colleges must leverage Pell funding. Sites were strongly encouraged to base their programs on an existing program, and

some sites used existing equipment. All sites, to varying degrees, contributed staff time. BioOhio also contributed additional staff time and meeting space.

Respondents suggested that community colleges have the infrastructure to continue the programs after the conclusion of the grant, and many of the community colleges were described as working to institutionalize the programs as credit-bearing classes. Respondents also suggested that future funding and sustainability of the individual community college programs would be ultimately based on industry demand. If industry views the training program as valuable, continues to work with the program based on hiring needs, and continues to provide financial support, program sustainability would be enhanced.

In the BioOhio project, most sites began training around January 2011. Interviewees suggested that during 2010, four of the sites 1) obtained DOL approval to purchase training equipment; 2) developed the training curriculum; and 3) established new advisory committees. According to the most recent quarterly report (ending September 30, 2011), 303 participants had been served and 84 participants had entered employment. According to informants, the strongest outcomes to date had been shown by community colleges that had programs in place prior to the grant.

Some sites developed a career ladder or continuum of education. For example, the sites in the Cincinnati region had an eight-week certificate course appropriate for entry-level employment, but some participants chose to continue their education and pursue an associate's degree.

Outcomes not typically reported to DOL included: the creation of industry advisory boards at every community college and the development of new programs at three of the community colleges. Interviewees emphasized that throughout the design and implementation of all programs, industry played an indispensable role.

6. Best Practices and Lessons Learned

The BioOhio grant program sought to create programs that were directly responsive and valued by employers and industry partners. According to respondents, this project was a jumping-off point for a statewide strategy to create a highly skilled workforce for the growing biosciences industry. BioOhio stated that most colleges require employer advisory committees to support programs, and that by policy, this practice would continue after the end of the grant. BioOhio also expected that the relationships with the bioscience community that have been strengthened during the grant would continue post-grant. The regional approach with industry advisors playing an integral role with each community college appeared to be an effective practice.

Specific strategies were also applied to funnel unemployed or soon-to-be unemployed workers to the training program. For example, Avon (the cosmetics company) and Jim Beam (the beverage company) were planning layoffs. CAEL identified the transferable skills and skills gaps for Avon employees relative to the skills needed for the bioscience industry. The AFL-CIO

funneled the workers laid off from the two plants to the appropriate trainings in the bioscience industry and these individuals might be placed in jobs before the actual layoffs take place.

Another example of a promising practice was exemplified by the partnership between Sinclair and Cincinnati Community Colleges, which embarked on a co-located classroom with shared recruitment, enrollment, and classroom and instructor expenses.

The overall strength of the BioOhio program came from the central management organization, which helped ensure grant compliance, developed the partnership between community colleges, and connected programs to industry. BioOhio's role as an industry-facing organization was instrumental to the connection and success of the grant program. Respondents say that BioOhio leading the efforts brings credibility to the business and education communities. BioOhio is not a competitor wanting to operate programs; they support training providers in doing what they do well and they provide strong program management and business relations.

CENTERSTONE TENNESSEE HEALTHCARE AND HIGH GROWTH

1. Introduction

Centerstone Tennessee, a mental health and addiction service provider, operated in middle Tennessee, a region hit hard by auto plant closures and auto supply plant closures. Seeing the impact mass layoffs had on patients and the tight-knit rural communities which Centerstone serves, program staff felt the region needed additional job training programs complemented by the case management services Centerstone provides through its other programs. Centerstone serves any community member eligible for services, not just the existing mental health clients.

Centerstone's DOL grant, called the Career Resource Center (CRC), operated in two communities, Columbia and Tullahoma, and served five counties: Maury, Bedford, Coffee, Marshall, and Lawrence. Centerstone's program provided training at existing institutions for occupations including CNAs; LPNs; RNs; emergency medical technicians (EMT); and pharmacy, radiologic, and surgical technicians. Centerstone's program focused on providing supportive services through case managers. Program goals included serving 600 participants, having 420 complete education or training activities and receive a degree or certificate, and placing 294 in unsubsidized employment.

2. Program Context

Centerstone Tennessee operates in a region of Tennessee that was hit particularly hard by the recent recession. The five counties served by the DOL grant had unemployment rates ranging from 10.6 percent to 19.2 percent in 2009, far exceeding the national average of 9.7 percent. In 2009, the General Motor's Saturn manufacturing operation, located in Maury County, was closed, forcing 3,000 layoffs, with additional layoffs occurring at multiple companies that supplied the GM plant. At the time the grant application was written, the unemployment rate in Maury county was expected to balloon to 20 percent.

In addition to being economically depressed and auto-impacted, the region is very rural, with little public transportation. Lack of adequate transportation and deficiencies in skills appropriate to the local industry mix were significant barriers to employment among program participants.

The grant project was entirely new to Centerstone, which caused numerous challenges during the start-up phase and impacted the grant program structure. For example, given the rural nature of the region, identifying and securing office space was a challenge, as well as hiring qualified staff. Centerstone also did not have existing partnerships with training providers or the workforce system. This lack of experience required additional time and learning for developing partnerships, obtaining guidance from the local WIA-funded Career Center, and contracting with vendors.

Centerstone did not align programming with local, state, or national policies or programs. Since the CRC was created solely for the DOL grant funding, Centerstone relied heavily on the Career Center (WIB), which provided complementary services whenever possible.

3. Program Description

The Centerstone program operated in two locations (Columbia and Tullahoma) serving a five-county region in middle Tennessee. The two locations had a mirrored staffing pattern, with cross-training and communication between the staff. Each location consisted of a director, two case managers (called career developers), one employment specialist, and one intake specialist/customer service support staff member.

Centerstone's program referred participants to existing training at technical colleges and the Tennessee Career Center. Participants were predominantly unemployed and auto-impacted. Centerstone also provided support services such as childcare, transportation, textbooks and school supplies.

Participants could learn about Centerstone's program through a variety of means, but informants said word of mouth was the most effective source of recruitment. In fact, because of unexpectedly large demand for the program, many individuals were turned away and had to wait months to enroll. To enroll in the program, individuals either visited the Career Center or called Centerstone to arrange a meeting to discuss training opportunities. Centerstone and the Tennessee Career Center most often co-enrolled individuals in the grant program and WIA programs. Once enrolled, an employment specialist at Centerstone provided many of the services and supports of a traditional case manager, as well as guidance and support for enrollment in eligible training.

Participants could earn a variety of industry-recognized certificates including CNA, LPN, EMT, and paramedic certification. The industry-recognized certificates were primarily offered through the local Tennessee technical colleges. Centerstone either paid individual tuition to these institutions or, if enough Centerstone participants were enrolled, paid for a "contract" class. Other certificates related to medical billing and coding were also awarded through private training providers. However, their value in the market place and industry recognition turned out to be limited at best, with only one job placement in that sector, causing Centerstone to cease supplying participants to those programs after conducting market research and determining labor demand in that field was low.

Centerstone staff intended to provide extensive support services, but other funding streams were leveraged to a greater extent than originally expected. Originally, Centerstone had budgeted \$800 per participant for support services, with the possibility of exceptions to be made in extreme circumstances. Common support services paid by the grant included childcare, transportation, work clothing, glasses, dental work, and tutoring. In most circumstances, employment specialists provided recommendations to training and support

services, participants received estimates of costs, and employment specialists approved whether the program would pay for the service or supplies. For example, a student in a nursing program might request scrubs and shoes for clinical work. The student would provide a quote from a local business that was sent to Centerstone. The student's employment specialist would then approve the expense, the student would receive the scrubs and shoes, and the business would invoice Centerstone for that expense.

4. Partnerships

Centerstone, previously known within the community for its mental health services, developed the workforce training program as an entirely new endeavor. As a result, all its partners for the DOL grant were new partners. Centerstone's closest partner was the Tennessee Career Center. Informants indicated that staff members of Centerstone and the Career Center worked closely with one another to leverage resources, funds, and services. Other partners, such as Maury Regional Hospital and the Tennessee Technology Center, provided contracted services such as LPN training classes or clinical experiences for nursing students. Neither organization committed to hiring participants. Centerstone signed agreements with its training partners detailing the training to be provided and the associated cost. Through agreements with local post-secondary education institutions, participants might be referred for supplementary coursework.

In addition, Centerstone developed relationships with many businesses that did not necessarily hire its training program graduates. For example, one nursing supply store provided scrubs and other materials for nursing students. Centerstone intentionally worked with local businesses and vendors (to support the local economy), such as a local car repair shop that would provide estimates and special billing for participants that needed vehicle service to attend training or jobs. Centerstone also worked informally with local government, which was supportive in helping the program receive positive press and promoting the program in public meetings. These relationships were not formalized through a written contracts or MOUs, but through their accounting and case management system.

Centerstone did not lead a partnership. Nor did it convene organizations as a community grant partnership or have an advisory board structure. Therefore, there were no formal reviews of goals, objectives, or outcomes with external agencies.

5. Program Management and Sustainability

Centerstone staff managed the project by contracting with training providers, partnering with organizations to provide support services based on participant needs, and often co-enrolling participants in the WIA system. Centerstone leveraged funding or in-kind resources from a variety of sources including as WIA, Centerstone mental health services, FAFSA funding, Pell grants, food banks, and training facility space.

Since Centerstone operates case management systems for its mental healthcare services, staff was able to utilize the existing case management system for the grant program. Staff also reported directly into the Recovery Act Database from electronic files in the case management system.

When asked about sustainability, informants suggested staff of Centerstone headquarters was charged with fund development. If headquarters staff did not raise additional funding, the CRC program would end at the conclusion of the grant cycle. They expected this would be the case and were already trying to find jobs within the organization for the current grant staff.

As of the site visit, enrollment goals had almost been met, with over a year left in the grant to enroll 30 additional participants. Job placement had been limited, with reports of small businesses hiring only one or two people at a time. To address this need, Centerstone staff members turned to focusing on job preparation and job placement. Each site had a career developer, tasked with outreach to the employer community.

6. Best Practices and Lessons Learned

Because Centerstone had no prior experience in the field of workforce development and no workforce partners prior to this grant, there was a substantial start-up period and many “lessons learned.” For example, informants say, Centerstone should have done more research into the labor market needs and selected training providers based on that need. Instead, Centerstone staff accepted labor market information from training providers that did not present an accurate picture of growth areas and skills necessary to enter such fields.

Informants from Centerstone also suggested they learned a great deal from the grant process. They recommended that grantees research potential partners and their training “products” thoroughly before committing to a partnership. For example, Centerstone had a negative experience in providing medical billing and coding training to grant participants. After making the financial investment to provide training in this area and having participants complete this training, program graduates found that there were no jobs in the area for individuals with less than two years of previous experience in the field. Centerstone came to believe it needed to do its own research on labor market information and only offer training provided by the Tennessee Board of Regents.

Centerstone is also conducting an additional evaluation of the grant program to gain a stronger understanding of the changes in stress levels and well-being of individuals as they move from unemployment through training and into jobs. In addition to pre-participation tests given to participants, they are giving post tests, for analysis to look for changes and impact. While this work is typically outside the scope of work for DOL grantees, it complements other work conducted by the Centerstone organization as a whole and appears to be a thoughtful addition to the program.

GREATER KANSAS CITY FULL EMPLOYMENT COUNCIL HEALTHCARE AND HIGH GROWTH

1. Introduction

The Full Employment Council (FEC) is the grant administrator for the DOL grant, Greater Kansas City Healthcare & Information Technology Careers (GKCHHIT), which operates throughout the Kansas City Region. The FEC manages the One-Stop Career Centers in the following Missouri counties: Jackson, Cass, Clay, Platte, and Ray. Its mission is to obtain public and private sector employment for the un- and under-employed in Greater Kansas City. The GKCHHIT is a bi-state initiative operating in Kansas and Missouri, designed to provide training for careers in nursing and allied health, long term care, and health information technology (health IT). The FEC collaborated with the Kansas Workforce Partnership, which is the One-Stop operator in Kansas serving Johnson, Leavenworth, and Wyandotte counties. Training was provided at 18 institutions throughout the region, with Metropolitan Community College (MCC) and the University of Central Missouri (UCM) serving as the primary training providers. Program goals included serving 1800 individuals beginning a training program, with 690 individuals completing a training program and obtaining unsubsidized employment.

2. Program Context

Kansas City is an auto-impacted region with a mix of urban, suburban, and rural counties. In 2009, unemployment in Kansas City was over 11 percent. A number of large layoffs affected the region, including 12 employers that laid off over 100 employees.

The demand for healthcare workers in Kansas City is outpacing the supply. According to employment projections in Kansas City, 19 percent of new jobs between 2006 and 2016 will be in healthcare, more than in any other industry. Furthermore, careers in nursing care facilities will grow twice as fast as the average for all jobs. This spike in healthcare will create a large need for nurses, allied health workers, and health IT professionals. The FEC saw hospitals and nursing homes attempting to fill nursing and allied health positions, but there were not enough qualified applicants. The reasons for this lack included long waiting lists in nursing school programs due to the limited capacity of the programs, lack of support services and alternatives to traditional programs for non-traditional students, and high vacancy rates and turnover for CNAs, LPNs, and RNs. To address the unemployment and the needs of local healthcare providers, the FEC developed the DOL grant program.

3. Program Description

The DOL grant program was designed to meet both business and participant needs based on the individuals' current education level, age, language ability, and previous work experience. The training focused on the skills and competencies employers were looking for in long term care and allied health occupations. Each program culminated in an industry-recognized

certificate and was designed to place individuals on a healthcare career pathway. Within Long Term Care, programs were available for entry-level direct care workers, incumbent direct care, and incumbent long-term care professional staff. The Nursing Occupation and Allied Health Occupations training programs were geared towards providing non-practicing nurses with the credentials to re-enter the workforce. Finally, the Information Technology Occupation program provided training for medical coders. The grant also offered local healthcare providers on-the-job training for incumbent employees.

The FEC conducted the largest share of recruitment. Promotion of the program included running advertisements in national and local publications; promoting the program to community associations, organizations, and schools; and outreach to local businesses. Businesses interested in obtaining training for incumbent workers identified their own employees who were eligible and interested.

Individuals who entered the FEC and stated they were interested in healthcare flowed through a series of predetermined steps. First, individuals attended a career exploration seminar where they learned about the types of jobs available in the healthcare field. Second, individuals attend a one-on-one financial aid workshop that explained how to apply for a Pell grant. Individuals then took the Healthcare Selection Inventory (HSI), which is a nationally recognized healthcare career interest and aptitude assessment that Kansas City employers use to screen their employees. Next, individuals met with their counselor where they developed their employment plan and career goals. A full committee reviewed each employment plan to ensure the training was in an in-demand occupation and the individual was likely to complete the program. All applicants were also subject to a background test to ensure that they would be employable in the health sector upon completion of training.

The Missouri Department of Elementary and Secondary Education certified all training providers, which were rated on graduation and completion rates, accessibility to the client, and program cost. Most training was conducted at MCC and UCM; however, some incumbent training was conducted on site. Most training programs at MCC and UCM were developed as “just in time” programs, which are much more flexible than the traditional semester schedule. Cohorts of individuals were rapidly identified and channeled into training courses that started throughout the year. While the programs were based on curricula that existed at both MCC and UCM, most of the grant programs created non-traditional, accelerated format programs that allowed individuals to complete training much faster than students enrolled in traditional semester-based courses.

The FEC and Kansas Workforce Partnership offered some supportive services to participants enrolled in the grant program, including gas cards, reimbursement for transportation services, and vouchers for the purchase of tools (e.g., blood pressure cuff, scrubs), books, and testing and exam fees. Individuals were also referred to community resources that provide additional services, such as child care. Counselors checked in with participants enrolled in training on a monthly basis to address any concerns/ issues participants might have.

Job placement services were provided by the FEC and Kansas Workforce Partnership. Career advisors worked with participants on their resumes, job search techniques, interviewing basics, and other job search topics. Career advisors also referred participants to job openings and often scheduled interviews with potential employers. In addition, career advisors were available to assist individuals with correctly filling out online applications. Many individuals involved in the grant noted that the counselors were very involved with the local business community and healthcare provider HR departments, and that this involvement helped FEC participants find employment.

4. Partnerships

The primary partners for the DOL grant included:

Kansas Workforce Partnership. One-Stop operator in Kansas serving Johnson, Leavenworth, and Wyandotte counties. The Kansas Workforce Partnership was responsible for recruitment, case management, and job placement assistance for the Kansas side of the grant.

Greater Kansas City Chamber of Commerce, Employer Group. The Chamber was responsible for identifying and developing employment opportunities with small healthcare and health IT businesses. This outreach allowed the Chamber to identify businesses that would benefit from incumbent worker training. Nostrum Pharmaceuticals and the University of Kansas Hospital were two organizations that worked with the grant to receive incumbent on-the-job training for their employees.

Greater Kansas City Metropolitan Healthcare Council. A bi-state group of employers and post-secondary institutions that includes more than 18 nursing schools and 20 hospitals in the region. The Council was critical in providing feedback on the grant curricula and voicing their opinions that “soft skill” development should be part of each training program curriculum. Some employers within the Council served as clinical and/or internship sites for program participants.

Metropolitan Community College (MCC). A community college system in Missouri, with five campuses throughout the Kansas City region. MCC served as one of the primary training providers. MCC has a long-standing relationship with the FEC developed through several successful grant programs. MCC was modestly involved in curriculum design and played a small role in recruitment. Its main role in the grant program was to provide customized, short-term training for participants.

University of Central Missouri (UCM). A public, four-year university in Warrensburg, Missouri. UCM was another main training provider. UCM also has a long-term relationship with the FEC developed through several successful grant programs. UCM was modestly involved in curriculum design and played a small role in recruitment.

The partners for the DOL grant first worked together on a government discretionary grant eight years ago and have since worked on several other grants, including a WIRED grant and a Missouri Skills Act grant. Through these collaborations, it has become natural for the partners to work together as a region as much as possible. When the DOL grant became available, it was natural for the FEC to include the Greater Kansas City Metropolitan Healthcare Council, the Kansas Workforce Partnership and the Greater Kansas City Chamber of Commerce. The FEC was focused on making the grant a bi-state initiative and these partners were all integral to that effort.

5. Program Management and Sustainability

Start up for the grant program happened almost immediately. The FEC has waiting lists of individuals interested in healthcare training. Since UCM and MCC are adept at providing off-cycle training, the courses began almost immediately after grant implementation. The FEC held monthly meetings with all partners to discuss performance, challenges, issues, and upcoming events (e.g., a bi-state career fair).

Each partner contributed leveraged resources to the grant. The FEC contributed infrastructure support and continuously provided staff time. The Kansas Workforce Partnership leveraged Workforce Investment Act funds, especially at the program administration level. The Greater Kansas City Metropolitan Healthcare Council provided some personnel time and some in-kind support. UCM and MCC, the primary training providers, provided leveraged resources through the up-front work on program development and staff time and physical space for program activities. Some training providers also matched some of the grant money to reduce the cost of training.

Interviewees noted that the DOL grant provided an opportunity for the partners to create a system alignment and improve their partnerships. They also noted that while the grant program would not continue as such once federal funding expired, components of the grant would be sustained. For example, MCC would continue to offer the customized, short-term training programs. But the customized on-the-job-training the grant offered to local business would not continue unless a new grant makes it possible.

Interviewees felt that several management practices contributed to the success of the grant. First, there were substantial discussions between the partners before the grant got started and during the planning process, which ensured that all partners were on the same page. Additionally, the development of formal project plans and structures for each cohort ensured that all logistics and details were accounted for and each partner understood its role and the expected outcomes.

6. Best Practices and Lessons Learned

Interviewees shared many best practices and lessons learned.

Best Practices

All partners believed that solid partnerships between the primary players (workforce partner, employer partner, and training provider) were essential to successful implementation. When partners are all aware of the grant requirements and each partners' roles and responsibilities the grant will run much more smoothly.

It was noted that the operating structure of the grant needs to be in place before the grant starts and the experience these partners have in working together was integral in allowing them a short start up period. Additionally, including the employer partner allows the training programs to be customized to meet employer and local labor market needs. Including employers through the Greater Kansas City Metropolitan Healthcare Council also led to the suggestion of requiring participants to take the HSI, which gave participants an understanding of different healthcare careers and opportunities.

Another reported best practice was developing a training and employment plan between counselor and participant. While developing the plan, counselors discussed topics such as potential barriers to completion, goals, and job requirements. These discussions managed participants' expectations and allowed them to choose the best path for themselves. A related best practice was grouping FEC counselors into sectors, such as healthcare, manufacturing, etc. All the counselors working with grant participants were healthcare counselors. This sector-specific approach meant that counselors took time to meet employers and instructors and understand the intricacies of the healthcare field. Additionally, providing support services to participants was deemed as essential for getting participants through the program.

Several pedagogically-based best practices were noted. First, the flexibility of the non-semester-based training allowed the grant to put more people through training programs in a condensed period. Second, developing training programs with stackable credentials was essential to developing career pathways so participants were not spending time and money to repeat competencies. Third, integrating contextualized/applied learning into the training programs helped participants better understand competencies and transfer skills from the classroom to the workplace. Last, integrating DOL's competencies models (most notably Tier 1 – personal effectiveness and Tier 2 – academic competencies) into the training program addressed employer concerns that employees often lack employability skills. Building these soft skills into training programs allowed participants to practice the skills prior to entering the workforce.

Lessons Learned

One challenge we heard from a few respondents was that the reporting and tracking systems were inefficient and often duplicative. A lot of administrative time was spent entering the same information into multiple reporting databases. It was suggested that the WIA reporting system be used as the foundation and that additional grant reporting requirements should be added onto the system.

Interviewees also noted that the length of the grant was a challenge. Due to the nature of healthcare programs, short-term training is not always an option and a three-year grant was not enough time for start up, training, and placement. This issue was exacerbated by the fact that not all programs can be customized to run off-semester. Most credit based courses have to run on the semester schedule and participants have to wait until a semester begins to start such a program. Ideally, respondents noted, participants would be allowed to start the training program during the grant but complete after the grant has expired.

A specific lesson learned was that program participants who finished the program should be connected with employers a lot sooner. There was some downtime between program completion and job search and this delay discouraged some participants. Additionally, while the training providers did offer some off-schedule training programs – mostly for non-credit courses – more flexibility within the college training model would greatly benefit program participants. The nature of credit courses often requires that they fall into the semester-based schedule of higher education, which is not ideal for grant-based training programs.

EMPLOYINDY

HEALTHCARE AND HIGH GROWTH

1. Introduction

EmployIndy was the administrator for the DOL grant program, called Healthcare Career Initiative. EmployIndy manages the One-Stop Career Centers (called WorkOne centers) in Marion County, Indiana, investing public and private funds for job training and education services to prepare a pipeline of skilled workers to fill high demand jobs in the area. The Healthcare Career Initiative was designed to strengthen the pipeline of healthcare workers, emphasizing moving incumbent workers along a career ladder. EmployIndy partnered with Wishard Health Services (Wishard) and Indiana University Health (IU Health) to provide their incumbent workers with training leading to Associate of Science in Nursing (ASN) degrees, allowing these workers to pursue licensure as RNs. The grant program also provided training for other non-nursing allied health positions. Training was provided by the University of Indianapolis and Ivy Tech Community College (Ivy Tech). Program goals included serving 1100 individuals, having 605 begin a training program, and having 515 complete a training program and obtain unsubsidized employment.

2. Program Context

Indianapolis is an auto-impacted region and the recent recession left many workers unemployed. Manufacturing was a large part of Indianapolis' economy and over the years those jobs left the region. Both unemployment and the number of individuals who dropped out of the labor market continued to rise throughout 2009. Indianapolis is also a major national health center and the demand for healthcare services in the area is large. Indianapolis' healthcare industry serves a large number of individuals from outside the region. Furthermore, healthcare facilities have a difficult time providing an adequate healthcare labor supply. Local hospitals have large numbers of open nursing positions. EmployIndy developed the DOL grant program to address the needs of unemployed and dislocated workers and the needs of local healthcare employers.

One challenge faced during implementation was working with individuals laid off from the auto and manufacturing industries. EmployIndy attempted to recruit these individuals, but found that the level of education required to work in manufacturing is different from the level required in healthcare. For dislocated manufacturing workers to begin a healthcare training program would require one to years of prerequisite courses before a one- to two-year training program began. Many individuals cannot afford to be out of the labor force for that long.

3. Program Description

The grant program was a multifaceted program encompassing multiple training programs. The program had two incumbent worker components. First, LPNs at Wishard were trained to

become RNs. Second, non-nursing employees within the IU Health system attended training to become RNs. Both are two-year training programs at the University of Indianapolis, whose nursing program existed prior to the grant and is considered the best program in the region.

The grant also offered training for a variety of in-demand allied health positions, including:

- Medical Assistant
- CNA
- Surgical Technologist
- Pharmacy Technician
- Dental Assistant
- Respiratory Therapist
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Central Service Technician
- Electroneurodiagnostic Technologist (ENDs)
- Radiation Technologist
- EMT/Paramedic
- Health IT
- Medical Lab Technician
- Patient Access Registrar (PAR)
- Healthcare Support

One of the most in-demand allied health programs was the PAR program. PARs are often the face of a healthcare organization; these individuals take patient information and orient patients to the healthcare facility. Training was provided by Ivy Tech through a fast track program. Participants attended class six hours a day for one month and participated in an externship at a local healthcare provider. This program was popular because the training was short-term and employers quickly hired program graduates. Another successful program was the training program for ENDs. Six individuals placed into this training had received job offers after only one semester of the one and a half year training. One limitation to placing students in END training was limited capacity; the program could only support seven students at a time due to limited externship opportunities.

EmployIndy had a rigorous and well-defined process for ensuring that individuals interested in a healthcare position were well suited for the field. Individuals interested in training in a healthcare field followed the following steps:

1. Completed a training orientation packet, which asked individuals about their knowledge, skills, and abilities.
2. Took the Test of Adult Basic Education (TABE). If an individual's math and reading scores were high enough, s/he was referred to the healthcare program.
3. Met with a healthcare career advisor to discuss the individual's background and interests.

4. Submitted to a background check and a drug test, both run by EmployIndy. Healthcare providers will not hire individuals with certain criminal backgrounds. EmployIndy conducted these tests prior to approving grant training to ensure that individuals were eligible to be hired upon completion of a program.
5. Attended a healthcare specific workshop. The first part of the workshop involved completing the Prove-It! Assessment, which focused on math, reasoning skills, reading comprehension, and customer service. In the second half of the workshop, individuals went through Promoveo, which is a healthcare-specific career exploration, interest inventory, and planning tool developed by IU Health and customized by EmployIndy. Promoveo helps individuals understand all the healthcare careers available.
6. Met with a healthcare career advisor to develop a training plan. Based on the results from Promoveo and Prove-It!, the healthcare career advisor worked with the individual to develop a training plan. Resume improvement, interview tips, and other soft skills were built into this meeting.
7. Finally, the participant began the approved training program. The healthcare career advisor checked in with the participant every 30 days.

EmployIndy offered some supportive services to participants enrolled in the grant program. WIA funds were leveraged to provide bus passes and gas cards to participants who needed them. Participants were also referred to local community organizations for other services. Participants taking courses at the colleges could utilize any of the college services – tutoring, career counseling, etc.

Since the grant program had many different tracks, recruitment was multi-faceted. In addition to working with incumbent workers at IU Health and Wishard, EmployIndy itself utilized a variety of recruitment techniques. Information sessions were held at each local office once a week. These 30-minute sessions were designed to give individuals a sense of what a job in healthcare would be like. Recruitment was also done through community organizations; EmployIndy had a mobile lab that traveled throughout the community to community organizations, colleges, and schools. EmployIndy also sought out students that had just been accepted into a two-year program and would enroll them in the grant program if they were eligible. Incumbent workers at IU Health and Wishard were recruited through their employers.

4. Partnerships

The primary partners for the grant program included the following:

Wishard Health Services. One of America’s largest safety net health systems, providing care in nearly 1.4 million outpatient visits each year, with special emphases on the vulnerable populations in Marion County, Indiana. Wishard consists of a 339-bed hospital and inpatient facilities, as well as 10 community health centers located throughout Indianapolis.

Incumbent LPNs at Wishard were trained through the grant to become RNs through the University of Indianapolis School of Nursing. Wishard recently began moving to an all-RN staff

and were no longer hiring LPNs. The DOL grant program was a job saving measure for the LPNs employed throughout the system. Wishard had a prior working relationship with EmployIndy under a previous administration.

IU Health. IU Health is Indiana’s most comprehensive healthcare system; it comprises hospitals, physicians, outpatient centers, six regional LifeLine bases, and pharmacy and home care services. Incumbent non-nursing employees in the IU Health system were trained through the grant to become RNs through the University of Indianapolis School of Nursing. IU Health was involved in the grant program design.

Community Health Network. Community is a non-profit health system with over 100 sites of care and affiliates throughout Central Indiana. The system comprises specialty and acute care hospitals, surgery centers, home care services, health pavilions, doctors’ offices, behavioral health, and employer health services. Community provided clinical experience opportunities for students enrolled in the MA Fellowship program. Community was involved in the grant program design.

University of Indianapolis. The University of Indianapolis is a private institution of higher education just outside downtown Indianapolis. The home campus has more than 5,200 students. The University was involved in the grant through its School of Nursing, which provided training for Associate of Nursing (ASN) degrees with the goal of graduating 72 incumbent workers at IU Health and Wishard. Prior to the grant, the University of Indianapolis had not worked with EmployIndy. In fact, prior to the training, EmployIndy had to seek approval to get the University on the approved training provider list. University of Indianapolis had previously worked with IU Health as a training provider. The University was involved in the grant program design.

Ivy Tech Community College. Ivy Tech is the nation’s largest state-wide community college with single accreditation serving nearly 200,000 students each year. There are 30 campuses throughout the state. Ivy Tech’s Corporate College provided training programs for many of the allied health programs offered through the grant. Ivy Tech had worked with EmployIndy in the past on various fast track training programs that allow individuals to complete a training program quickly and re-enter the job market with a certification.

5. Program Management and Sustainability

EmployIndy employed a Healthcare Program Manager who administered the DOL grant. She was responsible for meeting all the reporting requirements and ensuring the partners continued to fulfill their designated roles. At the beginning of the grant, the Healthcare Program Manager brought all partners together for regular meetings. As the grant progressed and activities started to become more routine, the Healthcare Program Manager met with each partner individually. She played a major role in ensuring the partners were communicating with each other and satisfied with their involvement in the program.

Healthcare Career Advisors at EmployIndy provided case management support to unemployed/dislocated individuals enrolled in the grant program. These individuals checked in with program participants to monitor their progress, provided job listings to participants, worked with placement and recruiting staff to identify job opportunities, and provided other forms of support. IU Health hired a coordinator/case manager for incumbent workers involved in the training program; her role was paid for by the grant. She was responsible for working with participants and resolving any issues, such as school-work conflicts. Wishard's clinical manager of professional staff development provided coordination/case management to incumbent workers. As part of the grant, the University of Indianapolis hired a program manager and curriculum coordinator to manage the grant on a day-to-day basis.

Leveraged resources varied by partner, but most partners reported that administering the grant took more personnel time than expected; all partners devoted substantial amounts of personnel time. In addition to the grant funding, Wishard provided tuition reimbursement to assist its incumbent workers. Additionally, the clinical manager of professional staff devoted significant time to coordination and management activities; her time was not paid for by the grant. IU Health supplemented the grant funding with tuition reimbursement to assist incumbent employees. IU Health contributed classroom space (as classes were held on-site), a basic skills instructor, and training-related items suggested by the nursing school that were not included in the grant (e.g., supplies). In addition to the coordinator, whose position was paid by the grant, other staff members devoted considerable time to grant implementation that was not paid for through the grant.

With grant funds, Community hired a program manager responsible for providing participants involved in the MA training program with clinical training. While her time was paid for by the grant, administration of the grant took more than just her time – other departments were involved with data entry and contributed to the success of the program. The University of Indianapolis reported that grant administration took significantly more personnel time than expected. Multiple individuals spent a substantial part of their time on the grant, which was leveraged time.

There were no formal discussions regarding sustainability of the grant program. IU Health was in discussions with Ivy Tech to continue the ASN training program of incumbent workers. The University of Indianapolis would not continue the relationship between its ASN program and the Healthcare Career Initiative, even if the grant funding continued. The University was most interested in using the collaboration as a way to increase demand for its Bachelor's of Science in Nursing (BSN) program, not growing its ASN program.

Most nursing programs require two or more years of training, not including the pre-requisite courses that are often necessary. Due to this timeframe, the grant program had difficulty meeting its goals. The RN program at the University of Indianapolis was supposed to comprise three equal cohorts of 25 students. Once the grant was announced, there were only four months until the fall semester started – a small window to recruit individuals, hire adjunct faculty, and determine which individuals did not need to take pre-requisite courses and could

start in the fall semester. Since many participants were non-nursing incumbent workers, they had to take pre-requisite classes. Due to these factors, only five students began in the first fall semester. The second cohort was much larger and the third cohort larger as well. Since five students, not 25, started in the first year, the program did not meet its goals for the RN program. Additionally, only the first cohort of RN students graduated before the grant ended.

A few interviewees felt that the goals outlined in the grant were unrealistic. The grant application specified that the RN program would graduate 100 percent of the individuals who entered the program. This is an unrealistic pass rate for nursing programs. In fact, the national average pass rate for nursing programs is 70 percent. Even if all the students who entered the program had the academic acumen to succeed, some participants would need to drop out and re-enter the workforce due to life circumstances.

Two of the most popular allied health programs, MAs and PARs are less than two-year programs. Many individuals completed training and started work in their field during the grant period. Thus, the program did not have difficulty meeting its goals for the allied health positions.

6. Best Practices and Lessons Learned

Interviewees shared many best practices, challenges, and lessons learned.

One best practice that EmployIndy utilized was administering a battery of upfront assessments and screenings. Prior to the grant, local hospitals would not look to EmployIndy for potential employees because employers perceived the quality of EmployIndy candidates to be low. Through the grant, EmployIndy developed a way to filter the right candidates into healthcare. Now, all hospitals in Indianapolis have partnered with EmployIndy, feeling confident that candidates from EmployIndy are suitable for careers in healthcare.

A few training-specific best practices were also noted. Providing externship and internship opportunities for program participants was extremely beneficial. Students were given a protected opportunity to gain practical experience in their field and employers got to know students who would be entering the job market shortly. These opportunities were truly a win-win for students and employers. Another important aspect of training was incorporating soft skills training into the technical training. When students were taught soft skills without an actual job context, those skills were not transferred to the workplace. However, when soft skills training was integrated with technical training, students understood the application of those skills to their job. Additionally, for professional education programs, like the Patient Access Registrar, Ivy Tech treated the classroom like a work environment. Students were required to clock-in and clock-out, refer to their instructor as a supervisor, and were not allowed to use phones during instruction time. By setting the classroom up as a workplace, students developed good workplace habits.

Some grant management best practices were noted as well. EmployIndy noted that involving employers and garnering employer commitment to the grant was essential to success. It was important to learn exactly what employers were looking for in their job candidates and customize the program to meet those needs. It was also noted that having sector-specific groups within EmployIndy, such as the healthcare career initiatives group, was beneficial. This allowed the grant manager and case managers to become truly knowledgeable about healthcare careers and their unique requirements. Finally, the employers of incumbent workers thought it was a best practice to have case managers on staff to work with the incumbent workers going through training. Since incumbent workers were non-traditional students they had their own set of needs, and having a case manager devoted to those needs resolved a lot of problems quickly.

ACADIANA TECHNICAL COLLEGE HEALTHCARE AND HIGH GROWTH

1. Introduction

The Acadiana Technical College (ATC) high grant program trains community college students in high demand jobs such as commercial truck driving, diesel mechanics, heavy equipment, industrial agriculture, and warehousing. The program focuses on supporting student training in fields with high local employer demand and has invested the majority of grant funds in equipment and instructors. Limited grant funds were also allocated for student tuition and support services.

2. Program Context

ATC has several campuses and serves seven parishes, including the City of Lafayette. Informants suggested the Louisiana economy is different from other states as unemployment rates typically lag behind the rest of the country. Specifically, the unemployment rate was lower than the rest of the country at the time of the grant application and rose shortly thereafter.

During the grant period, the pattern of demand for some jobs shifted from that in the grant application, so ATC made program adjustments, to be described later, including requesting a program modification.

ATC received its grant in January 2010; however, several factors delayed full grant implementation. First, ATC operates on a semester system, so courses and trainings could not start until summer session. Second, equipment described in the grant application needed to be purchased. Informants reported that ATC has had three federal program officers (FPOs) during the grant period. In this case, the changes in program officers delayed the purchase of equipment. For example, in the proposal ATC said it would purchase 200 Netbooks for various training and student supports. The first FPO approved this purchase; but before the purchase could be acquired through the ATC procurement system a new FPO disallowed the expense.

3. Program Description

The grant program funded two elements of training. First, the program purchased equipment for specific training programs to ensure up-to-date materials and equipment in the classroom. Second, the program provided limited student support, typically in the form of tuition, determined by the length of the training program, as well as some support for instructor salaries.

Overall the training program provided funding to training in the following areas:

- Aviation repair
- Automotive repair
- Industrial agriculture
- Diesel mechanics
- Heavy equipment operator
- Warehousing
- Commercial driver's license

All training programs were in existence prior to the grant with the exception of warehousing. The warehousing program built off a business certificate by offering an additional course for forklift training. These two courses (business certification and forklift training) were specifically designed for the grant.

The training programs were selected after the following market research conducted for the grant application:

- Information gathered from LA Works (Louisiana Department of Labor)
- Review of ATC Industry Surveys
- Recommendations solicited from ATC regional craft advisory committees comprised of employers
- Guidance solicited from economic development association/foundations in Lafayette and Iberia.

To enter the program, ATC recruited participants through the WIB, word of mouth, college flyers, orientations, and free television and radio advertisements. Most focus group participants reported learning about the program during ATC orientation.

The enrollment process for the program was similar to the regular college enrollment process. First, students must meet grant criteria, which includes status as unemployed, underemployed, or an incumbent worker. Once that status is determined, students fill out an intake form and selective service forms, and apply for all non-grant financial aid they may be eligible for (e.g., Free Application for Federal Student Aid). Students also take a COMPASS test, unless they have current ACT scores to show as eligibility. Once all the paperwork is completed, students may enroll in coursework.

Students were eligible for \$610 in financial assistance through the grant, except for commercial driver's license students who were only eligible for \$175 (due to the lower overall cost of the proportionately shorter course). Students could use these benefits for a variety of purposes including tuition, books, tools, and safety gear. Students accessed their benefits from "site coordinators" located at each campus, who are assigned to help students navigate the grant program and its benefits. Focus group participants suggested the financial benefits were

helpful, especially for tuition, which was immediately deducted from their bill, unlike other benefits such as reimbursement for books, which took three to four months.

For all programs operated at ATC, students are required to take two general classes: Freshman Seminar and Job Seeking Skills. Both are taught by staff at Acadiana Works (the local WIB), who became credentialed instructors for ATC through this grant opportunity. Students attend Freshman Seminar in their first semester. During the course, students begin to create their e-portfolio. According to informants, the e-portfolio is “a collection of the students’ achievements and progress throughout their educational journey. The e-portfolio will tell a story about their development.” Students continue to build their e-portfolio during their time as a student. During their last semester, students attend Job Seeking Skills, which includes capstone activities for the e-portfolio, including writing a resume. Informants suggested it was helpful to have Acadiana Works staff teaching both classes, because it introduced students to job placement services early in their academic career and reinforced the relationship when they were seeking jobs. Acadiana Works has been given space by ATC at each of the campuses where they teach courses.

Informants suggested no special or additional job placement activities were part of the grant; rather the typical community college activities for job placement were enacted. Several of the ATC campuses have WIBs located right on campus and all students are encouraged to use those services. Instructors have strong relationships with local businesses and often provide recommendations of students to hire. Informants suggested that ATC programs have high job placement rates, however no data were provided to confirm this information.

4. Partnerships

ATC had limited partners within the DOL grant. Most notably, Acadiana Works – through teaching the freshman seminar and job seeking skills course – are the paid external partners. Through this partnership, the workforce system staff are considered adjunct ATC faculty and students are provided with a stronger connection to the workforce system.

Other grant partners included the Economic Development Corporation and local businesses that helped inform program design, although no formal role was defined.

5. Program Management and Sustainability

The ATC program covers a large geographic region, with seven campuses and seven academic programs. While most of the DOL grant program was housed within the college system, program management required extensive communication between players.

ATC managed its DOL grant by hosting weekly Skype meeting between site coordinators located on different campuses. Each campus had a coordinator assigned to help students through the process and expend funds. The project director worked with ATC financial staff for overall

project management as well. These groups met regularly to track spending and grant outcomes.

Respondents reported that ATC would keep all training programs in place after the end of the grant. All the programs were already in existence prior to the grant with the exception of warehousing which would be supported through state dollars in the future.

Several program elements were leveraged by grant funds, including:

- State-funded instructors
- Equipment purchases from other funded areas
- Classroom space
- Hanger rental (for aviation program)

ATC did not set any goals beyond those defined in the scope of work. Informants suggested additional recruitment efforts were necessary to reach the target population, defined as younger students, recently graduated from high school.

The program manager and site coordinators from each campus met via Skype on a weekly basis to review program outcomes and discuss any challenges, updates, and success stories.

6. Best Practices and Lessons Learned

The ATC grant was hindered by both state policies around procurement and hiring, as well as by DOL processes, in particular around equipment purchases (as noted). These issues affected program start up time.

The ATC program developed partnerships and lines of communication that strengthened its programs. For example, ATC's strong relationship with its local workforce board through Acadiana Works helped students access workforce services. And Acadiana Works staff members teaching courses and the co-location of resources helped make workforce services more readily available to students. ATC also recognized the expense of traveling throughout its large service area, yet identified a need for regular communication between program staff at different campuses. As a result, ATC's weekly Skype meetings helped ensure everyone understand program progress and student outcomes.

MACOMB COMMUNITY COLLEGE HEALTHCARE AND HIGH GROWTH

1. Introduction

The Macomb Community College grant was initially designed to provide training for defense industries, focusing on skills in acquisitions, logistics, engineering, and advanced technology. The targeted participants were veterans, the unemployed, and dislocated workers; because of Detroit's economic history and job market, workers coming from the automotive and manufacturing industries were especially targeted.

Macomb Community College (MCC) has had previous experience with job training and workforce development grants, having a longtime relationship with the Workforce Development Board and having implemented federally-funded activities under the No Worker Left Behind program.

2. Program Context

When the DOL grant program was being designed, the defense sector was the dominant industry in the community and was expected to grow. A major defense employer had pledged to hire a significant portion of graduates from the program. However, by the time the grant was awarded the situation had changed dramatically and that employer was no longer able to hire. At the same time, the auto industry had been struggling for a number of years, and was beginning to recover somewhat. In fact, one respondent noted that these two industries tend to have opposite business cycles, so that workers will often move from one to the other and back again. These conditions prompted a rapid shift in focus for the program, away from a specific focus on the defense and auto industries toward an emphasis on transferable skills.

3. Program Description

The program focused on two main components: training and employability. Training was provided through the College, based on the needs of local employers; placement was conducted through a placement agency.

The grantee did not develop any new curricula for this program; it either used already-existing courses (modified if necessary) that were offered by the partner colleges or contracted with outside vendors who had already developed relevant courses. The course offerings were based on specific requests and suggestions from employers. External training partners were identified via RFPs once the range of required courses had been identified. Courses offered included communication, teamwork, basic computers and other soft skills, as well as job-specific training in things such as welding, CNC, and multiprogramming. Another vendor offered remedial training for GED attainment. Courses were intensive and required attendance Mondays through Fridays, for eight hours each day. Credentials offered by the program included credit

certificates, associate degrees, credit and non-credit courses, and certificates of completion. Respondents suggested that some of these credentials (especially the certificates of completion) may be more valuable in obtaining employment than generally thought; employers may not demand the same kinds of credentials that DOL emphasizes.

Follow-up services involved directing the students to partner placement agencies, and (via the College's career development office) calling the students to confirm placement.

Support services were somewhat limited. The grantee did not provide transportation, child care, or similar services directly, though participants were referred to MI Works! for these types of assistance. Program staff did organize a job club that helped students with communication skills, resume writing, and dressing for interviews, as well as offering networking opportunities and the chance to share experiences. The program staff also organized employment fairs for certain skilled trades.

Program participants tended to be older than the usual two-to-four-year college enrollees, close to age 40 on average.

The grant programs initially recruited exclusively through MI Works!, which is affiliated with the state's workforce development system. Administrators then developed a website to market and advertised the training program, and placed advertisements in the newspaper (because many of the eligible participants looked at ads in print media). At first most participants entered through the MI Works! system (including the One-Stop Centers), but over time a larger share of students entered via the grant's partners, religious groups, and word of mouth.

Interested students obtained information and signed up via MCC. A career counselor there provided information on the available courses and tried to direct students towards the courses that were most relevant (and likely to have the most benefit) for them. There was no problem with lack of interest; many courses had wait-lists, and students were allowed to enroll in the order in which they applied.

Initial assessments were conducted using the NCRC Work Keys instrument. Minimum score requirements varied by courses and curriculum; remedial services were provided by the College. Other requirements for entry were that students were drug-free and not already interviewing with potential employers. Students also had to submit a resume and a personal essay.

One respondent noted that over time, as the local economic situation improved, it became more difficult to recruit quality participants. The participants who remained jobless had generally been out of work longer than those who were placed earlier and therefore were harder to place.

4. Partnerships

MCC initially sought partners only for peripheral support. But over time they relied on their partners (including other community college systems and the state workforce development system) to provide training and placement services, as well. County economic development personnel helped to connect the grant administrators with potential employer partners. The program staff found that having these partnerships in place gave them credibility when approaching additional employers that they would not have had if they were only representing the College.

The main employer partners included firms involved in welding, engineering, and a recruiting/HR firm.

These partners committed to hiring a certain number of graduates, and had also opened their professional networks to the grant and helped to create placements for graduates with other companies. One firm noted that the MCC program trained participants to be certified welders; by hiring these graduates, the firm was able to better compete for work. Employer partners also participated in a feedback loop with the College; if an employer noted that graduates of the program had certain deficiencies in their resumes, the partner would report this to the grant administrators who could then adjust the current course offerings or seek new curricula in order to address this issue.

Towards the end of the grant period the program planned (and received approval) to include incumbent workers. This would involve partnering with larger employers and requiring that incumbent graduates at these firms receive either a new job within the company, or a pay increase.

This grant program made good use of its partnership with the workforce investment (WI) system. However, respondents noted that many employers, especially employers in the private sector, do not really understand what the WI system does or what it can offer.

5. Program Management and Sustainability

Initial planning and hiring for the program took six months, which delayed the start of classes by a few months. Some of the strategies and activities pursued during the course of the program were: hiring staff with experience in the target industries; refining requirements for trainees in order to maximize likelihood of placement; using “thermometer” charts for easy visual tracking of spending and placements; ringing a bell whenever a placement occurred, to motivate the team; and holding monthly meetings, attended by the College’s provost and deans, to discuss the status of funds, placements, and other issues.

Regarding sustainability, respondents reported that, going forward, the program would probably focus on more targeted trainings for specific job openings. Employers are glad of the opportunity to partner with the community college, because the College’s infrastructure and

experience offsets the cost of training in-house. However, after the end of grant funding, it would become more important that training funds not be “wasted,” in that they would need to go towards positions that have the highest likelihood of being filled. Respondents said this was expected to be achieved by continued communications and a growing relationship with employer partners.

Respondents discussed many positive outcomes that accrued both to employers and to program participants.

For employers, benefits included a stream of potential employees trained to the specific skill sets needed in the available positions; the employers could also save on training costs by helping otherwise unskilled potential applicants get connected to the training programs.

For participants, benefits cited included a job (for those that were placed successfully), improved self-confidence, and the ability to show they were pro-actively improving themselves during their lay-off rather than having idle time. Respondents also noted that, in the long term, the training and skills received from the program might be as important as an immediate job placement.

6. Best Practices and Lessons Learned

One of the biggest successes respondents identified was the ability to react quickly to employer needs as they were identified. For example, although the expected defense-industry jobs did not materialize, the program did identify a firm that needed an influx of workers to sew parachutes; the College was quickly able to find a trainer for this kind of work and directed trainees into this program, and these trainees were then employed by the parachute manufacturer. This sort of adaptability was thought to be very important, especially in the economic context of the Detroit area; because of the limited number of jobs, the College program needed to be able to take advantage of any openings. The College also offered a “designers helping designers” program, where people experienced with computer design tools were brought in to teach and mentor students training in that field. In general, the customization of training courses – based on established criteria – enabled the program to quickly put needed courses into place and move students through the process more quickly.

Best practices for recruiting included marketing and advertising the sessions to potential students before the classes started, as well as holding information sessions for students prior to intake to help guide them into appropriate classes. The information sessions involved employer partners, community college staff, and students who had successfully found employment after graduation.

Lessons learned that were mentioned by some of the grant administrators included lessons that can be applied to the design and early implementation stages of similar programs. A thorough knowledge of DOL rules and regulations makes management of the grant much easier; these types of management activities took up much of the initial focus of the administration.

Respondents also mentioned that the dataset required for DOL reporting was not easy to navigate or manage, and that the layout and requirements for the dataset change every few years, which uses a disproportionate share of staff time. Respondents also said that in general, efficient allocation of funds to support training and placement activities, staff salaries, and other activities was important.

One challenge that several respondents noted was the difficulty in accurately predicting the state of the job market over several years. An immediate issue that resulted from this difficulty was the disappearance of promised jobs with one particular defense contractor. More generally, the administrators said that they would rather have set more conservative goals initially, but believed their estimates were sound based on the information available at the time.

Administrators also stressed the importance of familiarity with challenges facing the target populations, and strategies to overcome them. In this program, some of the challenges mentioned were criminal and/or drug issues, lack of transportation, and lack of basic, computer, and soft skills. Due to the economic deterioration the participants in these programs were also, as noted, older than the typical college enrollee; this presented a challenge as potential employers may prefer to hire younger employees whose salary expectations are lower.

OTERO JUNIOR COLLEGE HEALTHCARE AND HIGH GROWTH

1. Introduction

Otero Junior College (OJC) and Trinidad State Junior College (TSJC) partnered to develop the DOL grant program, Nursing Innovations in Rural Colorado. The grant program sought to expand the community colleges' existing nursing programs and to target 14 southeastern and south central Colorado counties with a combined population of around 101,350. OJC's and TSJC's nursing programs, which have been in existence for 38 and 30 years, respectively, have had ongoing waiting lists and difficulty trying to expand their programs, particularly because of a lack of clinical experience opportunities in the area. Because the *Nursing Innovations* DOL grant program was essentially an expansion of OJC and TSJC's existing nursing programs, the start-up process was relatively easy and most of the grant funds were dedicated to the program's implementation.

2. Program Context

The service area is largely rural and some regions are even designated as frontier country. A large portion of the population is aging and half the counties are considered medically underserved. Thirty-eight percent of the population are Hispanic, approximately 24 percent live below the poverty line, and educational attainment levels are very low – only about 1 percent with a Bachelor's degree and only 77 percent are high school graduates (compared with the state average of about 90 percent). At the time of the grant application, the southeastern and south central region of Colorado served by the grant¹³ had an unemployment rate of 8.83% in June 2009, as compared to a state unemployment rate of 7.8% and a national unemployment rate of 9.5%. Nursing is an in-demand, high-growth occupation both locally and nationally, and there continues to be a significant nursing shortage in the Colorado counties served by the grant.

3. Program Description

The key components of the *Nursing Innovations* program funded by the DOL grant included high fidelity clinical simulation lab equipment, purchased to increase and enhance clinical experience opportunities, and TSJC's non-traditional Night, Evening, and Weekend (NEW) program (OJC already had an evening and weekend program). Each college offers CNA, LPN, and RN training programs. The course curricula follow the criteria for the Colorado Nursing Articulation Model. If an individual completes training, s/he receives credit towards the LPN or RN program should s/he decide to enroll. Also, many students begin working as an LPN, once certified, while continuing to work towards their RN certification.

¹³ The Nursing Innovations in Rural Colorado grant targets the following 11 Colorado counties: Otero, Bent, Crowley, Las Animas, Huerfano, Alamosa, Conejos, Saguache, Mineral, Costilla and Rio Grande.

As stated earlier, the two components of the grant program were the NEW program at TSJC and the high fidelity clinical simulation lab. TSJC's NEW program was modeled after OJC's existing evening and weekend program and was created to increase the number of nursing students and graduates. Although the NEW program was part-time and took one year longer than the traditional daytime program to complete, it offered flexibility for prospective students working full- or part-time jobs. By purchasing high-fidelity clinical simulation lab equipment for their nursing programs, OJC and TSJC were able to significantly expand clinical experience opportunities for their students. The Colorado State Board of Nursing revised its rules regarding clinical experience requirements to enable OJC and TSJC nursing students fulfill up to 15 percent of their clinical experience hours using the simulation lab. The lab utilized high-fidelity simulators with high-tech mannequins that breathe, with breath sounds, heart tones, and palpable pulses. The mannequins can be used to simulate up to 113 different clinical scenarios. OJC developed a mobile simulation lab used for clinical simulations for their nursing students as well as by community partners, such as area hospitals and nursing homes.

Recruitment & Assessment. Grant program staff (Project Director, Nursing Director, Nursing Faculty, etc.) used a variety of methods to market and promote the program to potential students. They frequently attended high school career fairs, local parades, and state fairs to hand out promotional materials. They put ads in newspapers, nursing magazines, and the radio, and also marketed their program on the schools' websites. They met with high school counselors twice a year, so they were informed about the program and could advise interested students. They hosted an annual "Girls in the Middle Conference" to encourage girls in 6th, 7th, and 8th grades to continue studying math, science, and technology and to consider careers such as nursing (they also got to practice working with the clinical simulation lab mannequins). OJC and TSJC instituted a "workplace balance" project that specifically targeted males for their nursing programs in order to maintain a gender balance. Their marketing materials were revised to ensure no gender bias and some marketing materials were specifically geared towards males. OJC also hosted a Career and Technical Education (CTE) Camp to give students an introduction to various career pathways such as nursing, by providing hands-on experiences, including working with the clinical simulation lab equipment.

OJC purposely did not provide materials in Spanish because the nursing program requires proficiency in English for testing for licensure and certification. However, TSJC is designated as a Hispanic Service Institution and all grant program marketing materials were available in Spanish – although instruction for the nursing programs is done only in English. After finding out about the program, interested individuals could either contact the nursing office directly or come to the college and learn more about the program through student services advising. Students learned about the right prerequisites they needed to complete prior to enrolling in the nursing program (for the LPN and RN programs, the students had to take one full year of prerequisites).

Prospective students had to take the "Accuplacer" math and reading tests, and if their score was above the minimum requirements and they cleared a criminal background check, they were eligible to enroll. Both colleges had "open-door policies" but there were waiting lists. Initially, OJC and TSJC had a first-come, first-served policy but later revised it so that individuals

who had already met certain prerequisites and higher Accuplacer scores were given priority. Attrition in the program was an issue early on, but new admissions criteria seemed to have helped. Furthermore, students had to take four core classes and have a minimum GPA of 2.5 in order to continue with the program.

Case Management & Support Services. Grant funds were used to hire a Nursing Retention Specialist (NRS), whose role was to assess and address students' needs so they could be successful in the program. The NRS conducted intake interviews with all nursing students and developed a customized form to assess a variety of needs such as child care, transportation, financial assistance, remediation, and tutoring. Students were often referred to the NRS directly by instructors; a specific referral form was developed for the instructors to fill out if they saw that a student was having difficulties meeting class requirements. The NRS also had a Master's degree in counseling and was able to provide counseling services to students to help them deal with stress and test anxiety. The NRS also conducted pre-nursing information sessions at local high schools. At TSJC, there was an Intervention Specialist who worked in the Student Success Center and performed functions similar to those of the NRS.

4. Partnerships

The OJC and TSJC partnership was a natural fit. The colleges had a pre-established working relationship and had partnered together on other grant opportunities in the past. Furthermore, their service areas are adjacent to one another and they were both interested in expanding their nursing programs to meet local demand and the needs of area employers. TSJC was also interested in creating an evening and weekend course similar to OJC. OJC worked with TSJC to develop a "grow your own" process, whereby nurses with Bachelor of Science in Nursing (BSN) degrees were hired to teach labs or clinical experiences while they worked toward their Master's degree (MSN) with tuition assistance from the college. Finding nursing instructors for the training program was a significant challenge because most nurses with MSNs could command higher salaries than the college was able to pay. In addition, many MSNs did not have any teaching background and have difficulty adjusting to an academic environment. [

Although most of OJC and TSJC's graduating students did not face any difficulties obtaining employment, they did work closely with the Colorado Department of Labor (CO DOL) Southeast and South Central workforce centers, which assisted by providing assessment, advising, recruiting, workplace skills training, and job placement services. However, most students were able to find jobs on their own and were often hired by the hospitals where they interned. The colleges conducted follow-up surveys with employers to see how their nursing graduates were performing in their jobs. OJC and TSJC also worked closely with local area employers, such as the Arkansas Valley Regional Medical Center, San Luis Valley Regional Medical Center, and Mt. San Rafael Hospital to provide clinical experience opportunities, preceptorships, and job opportunities for their students. Employers also served on their advisory council. These employers have a longstanding relationship with the colleges, so the partnerships were somewhat informal in nature with frequent interaction between them. Finally, OJC partnered with the La Junta public school district, which pledged 20 percent time of one if its high school

guidance counselors annually, to identify students that might be interested in nursing and to help them enroll at OJC.

5. Program Management and Sustainability

Because the nursing programs were already well-established at each of the colleges, there was minimal start-up time required to implement the grant program; so most of the funding was used for implementation. The management of the grant was a seamless and efficient operation because the grant administrator and partner members all worked closely as a team to address challenges and identify solutions. Moreover, the grant application was written with significant input from the different partners, and their roles and responsibilities were clear from the beginning and specified in letters of commitment (and an MOU with TSJC since it received grant funds directly). OJC reported that the NEW program at TSJC started more slowly than expected, both because of difficulties finding faculty with MSNs, as noted, and because most students preferred the traditional daytime course (which was a year shorter to complete than the NEW program).

The partnerships between OJC and local employers, TSJC, and the workforce centers existed prior to the grant was reported to be going to continue for the future. The biggest challenge with sustainability was that new nursing faculty were hired with grant funding, so at the end of the grant period, the schools would have to absorb these salaries using their general fund. OJC constantly looks for additional funding streams to support their nursing programs, however, and has received funding from various private organizations in the past, in addition to government grants.

OJC and TSJC augmented their resources for the DOL grant program by leveraging their own resources as well as resources from their partners. OJC and TSJC combined their resources to help pay nursing instructors, construct the simulation lab and pay for its space, to design and implement curriculum, and help with staff transportation costs. The CO DOL (including Rocky Mountain SER) contributed WIA funds and provides in-kind services including assessments, recruitment, working with the business sector to identify training needs, and workplace skills training. The Arkansas Valley Regional Medical Center's contributions included funding for faculty, working with students, and providing input for curriculum development. The San Luis Valley Regional Medical Center provided funding to offset instructor salaries at TSJC, and the La Junta public school district high school provides counseling/enrollment assistance for interested students.

OJC and TSJC's program outcomes goals were categorized into the following three objectives: 1) certify, train and license at least 650 CNAs, LPNs and RNs; 2) increase the number of nursing students pursuing a BSN by 10 percent; and, 3) increase the number of CNA, LPN and RN graduates employed in the healthcare sector six months after graduation by 20 percent. OJC and TSJC expected to enroll 700 participants, graduate 650 (93 percent), place 625 into unsubsidized employment, and see 575 retain their jobs for at least six months.

6. Best Practices and Lessons Learned

Some elements of the program that were considered best practices by grant staff included the “grow your own” philosophy, use of the high fidelity simulation mannequins for clinical experience, the NEW program, the Keys program at TSJC, the hiring of a retention specialist, and articulation agreements with local four-year universities.

Because recruiting qualified nursing instructors was a significant challenge, OJC and TSJC decided to pay for their students to pursue a MSN with the agreement that they would teach at the college for one year for each year of tuition paid. Since La Junta was a rural area with a limited number of clinical experiences, the clinical simulation lab enabled OJC and TSJC students to fulfill a portion of their clinical experience requirements (15 percent) in the simulation lab setting. Furthermore, the simulation lab allowed students to experience up to 113 different clinical scenarios, which was not possible in real-life hospital settings. The evening and weekend (non-traditional) course offerings attracted students from all over because they were the only such programs in the entire state of Colorado. Furthermore, it was an appealing option for students that already had full-time jobs and for students that earned their LPN and wanted to begin working while continuing to pursue their RN. The nursing retention specialist position proved a major asset for students in need of tutoring, counseling, and support services. The Keys program at TSJC provided important academic support to nursing students through the Student Success Center, including remediation, time management, and study skills. Finally, OJC and TSJC developed articulation agreements with universities that allowed nursing students to transfer some of their credits toward a four-year BSN program, an incentive for the students to continue their education.

PROVIDENCE HEALTH FOUNDATION HEALTHCARE AND HIGH GROWTH

1. Introduction

The Providence Health Foundation of Providence Hospital used the DOL grant funds to develop the Capital Health Careers (CHC), a major, multi-stakeholder effort to provide training, support, and placement services for Washington D.C.'s unemployed, displaced, and incumbent workers (particularly low-wage workers) and help them enter and advance in the health sector in early 2010. The program was led by Providence Hospital, which is one of D.C.'s largest hospitals, serving more than 65,000 patients annually and employing more than 2,500 individuals. Providence Hospital helped to lead the grant program and develop a varied team of stakeholders to train D.C.'s denizens in various health careers, such as community health workers, nursing assistants, health informatics technology, licensed practical nurses (LPNs), certified nursing assistants (CNAs), and other health related careers. After the program began in early 2010, the leadership of the grant shifted somewhat, as the original project coordinator stepped down and was replaced.

2. Program Context

When the grant proposal was written in late 2009, the national unemployment rate was 9.9 percent, but it was 11.1 percent in D.C. Opportunities were presented in the healthcare industry, as it was the third largest employer in the D.C. region and 10 percent of all available jobs were in this industry. In addition, the aging demographics of the region and of the healthcare workforce, coupled with the need for highly skilled individuals in areas such as nursing, allied health, long term care and health IT has increased the demand for healthcare workers. Indeed, at Providence Hospital they had a 9 percent vacancy rate for CNAs and about 10 percent for RNs. In addition, new government regulations requiring certifications for home health aides, as well as large sums of money allocated for electronic medical records, bolstered the need for a more highly skilled, highly trained healthcare workforce. Understanding this, the grant program utilized this demographic and industry information to develop the training opportunities provided through the program. It is important to note that the CHC developed most of their employment projections based on historical data and not through a close collaboration with industry outside Providence Health itself.

During the grant period, the D.C. economy improved, with the unemployment rate dropping to 9.9 percent. However, the projected employment demand for a number of industries targeted by the grant program did not materialize. For example, after the implementation of the program, it was discovered that there was not a demand for community health workers as anticipated when they first developed the grant. This prompted CHC to shift its training to others areas (home health aides for example). In contrast,, employment demand in health IT remained constant through the grant period.

Other issues that materialized included the ability to attract and train highly skilled individuals from Washington, D.C. itself, as called for in the initial grant requirements. The inability to attract enough people led to the program shifting its recruitment efforts to people who worked in D.C. but lived in surrounding counties, such as Prince George's County in Maryland. In addition, the grant program had to narrow the eligibility criteria regarding residency of program participants to include only U.S. citizens, after confusion among the partners regarding the various work permit classifications. As a result of these changes, recruitment levels increased, but still remained below projected levels.

3. Program Description

The program did not have one set career path or certifications offered. Instead, it relied on its various partners to design the curricula and training provided to the prospective students. The degrees offered and the structure of the courses varied by the different partners that helped to operate the grant program. Catholic University, which ran perhaps the most intensive of all the training programs, offered three separate certification courses, all in health IT: a Master's of Science, a Bachelors of Arts, and a Certificate. An individual could go through more than one of these programs and a number in fact did. The Masters program, which was the most advanced, took two years to complete and had 17 students. To get into the Masters program, a student had to go through the Bachelors program, which took 29 months to complete and had 30 students. The Certificate program, which was the least intensive, took 16.5 months to complete and had 25 students. The goal of these three programs was to train students in the burgeoning field of health IT and provide them with the skills to be employable in healthcare settings, especially those related to electronic health records.

At Providence Hospital itself, its long-term healthcare facility (Carroll Manor) also conducted training of 60 individuals to receive two gerontology certifications for LPN. The program, which took incumbent LPNs working primarily at Providence Hospital, but also from surrounding hospitals in the region, trained individuals, for 16-20 hours over four (later reduced to two) Saturday sessions, in working with the elderly at long term care facilities. The credentials earned by this training are employer-recognizable and portable and critical to moving up the ladder of the healthcare industry.

The final major training engendered through the grant program was through the University of the District of Columbia (UDC) and the Community College of the District of Columbia (CCDC). They were tasked with training nearly 350 students (though the actual numbers were somewhat less). Their training was in a variety of health fields, including: Associate Degrees in nursing (20 students); Bachelor of Science in nursing (20 students); HHAs (40 students); DSPs (40 students); community health workers (CHWs) (105 students); CANs (80 students); and LPNs (50 students). Originally the program looked to train a greater number of CHWs, but had to shift their goals when they realized the demand was not nearly as great as originally projected.

4. Partnerships

Several partnerships were critical to the functioning of the grant. Providence Hospital was the overarching lead and helped bring all the other partners together to carry out the main grant functions. Providence Hospital, through the Providence Health Foundation, developed the grant program this training entailed and helped develop the overall responsibilities for the program. Despite being the main organization leading the grant, however, they delegated several responsibilities to other grantees.

The United Planning Organization (UPO) primarily led the outreach and recruitment efforts for the grant program – targeting potential participants at career fairs, at job clubs, in advertising, and through other methods of outreach. The UPO was also responsible for providing case management and wraparound services, including bus and metro fare cards (extremely critical for many of the participants), clothes, food, and links to other community partners in the area. The UPO was also tasked with providing job development services to the participants, including helping develop their resumes, linking them with prospective employers, and helping them interview.

The D.C. Primary Care Association (DCPCA) was primarily tasked as the main project coordinator for the program. This meant they had the duties of ensuring that each partner accurately reported its numbers, properly invoiced its expenses, and met projected targets and goals. In addition, DCPCA was the data hub that took all reported elements from the various partners and coalesced them into a workable conclusion for the RAD system to report to DOL. Finally, the DCPCA was critical in helping many of the partners find qualified staff to conduct the various training utilized throughout this program.

In addition to the UPO, other partners engaged in both recruitment and providing case management services. For example, the D.C. Department of Disability Services (DDS) provided considerable outreach to attract individuals with disabilities into the program. In addition, it provided case management and support services, such as ensuring successful completion of the program and on-the-job training to disabled participants. The universities also conducted their own outreach and case management services. For example, CU engaged in their own outreach to attract people into the program, going to job fairs, holding information sessions, and distributing flyers at schools and healthcare organizations. In addition, due to the problems engendered by high levels of turnover at the UPO as well as perceived inefficiencies at that organization, CU had to provide significant amounts of wraparound services to participants, including assisting with transportation needs and linking participants to jobs. Outreach was also done by other partners in the program to attract the widest number of participants, especially in light of problems of insufficient recruitment at the beginning.

5. Program Management and Sustainability

Outreach. As mentioned, outreach was primarily conducted by the UPO, which engaged in a number of efforts to attract potential participants. The UPO attended job fairs, college fairs, and several healthcare organizations to attract members. They also hosted events for TANF participants to attract them into the program. In addition, some of the partners, including CU and UDC, relied upon the UPO to filter participants through their screening process and into their program.

While the UPO had the primary role of conducting outreach, several of the partners engaged in this effort as well. CU conducted its own outreach as aforementioned. The DDS conducted outreach as well. Finally, Providence Health helped conduct a significant amount of outreach at the beginning of the program as partners were beginning to form their own agreements. Facebook and Twitter have been used throughout the program for outreach.

Orientation and Intake. Orientation differed amongst the campuses that conducted the training. At CU intake and orientation were generally conducted as if a student were entering a regular college program. The intake was done through a regular college admissions process, as was orientation. This was also true for the programs conducted at UDC and CCDC. It should be noted, however, that since the UPO would often do much of the recruiting for the participants entering the program, they also engaged in some of the intake and orientation, including gauging a participant's ability to succeed in the program through testing their skills. In addition, through its orientation, the UPO would also inform prospective participants of the supportive services available to them. Individuals deemed not to have the right level of qualifications were sent to UPO partners to help improve their testing ability.

For the program at Carroll Manor, since it was such a short one (16-20 hours), little orientation and intake was done. Instead, Carroll Manor worked with its partners at other long term care facilities throughout the city to provide the information about what the program entailed.

Enrollment and Career Planning. The process for enrollment differed somewhat based on the program entered. As the UPO was generally involved in recruiting individuals for the programs at CU, UDC, and CCDC, it also had the primary goal of testing individuals in math and reading to see if they were qualified to enter the program. This test was the CASAS test. In addition, the UPO conducted background checks on prospective enrollees; individuals with criminal backgrounds could not enter the program as they could not be hired in the healthcare industry. Once people were tested, they were sent to their respective programs to complete the enrollment process. Many were then interviewed about why they wanted to join the program and had to write an essay about it. In addition, individuals had to fill out what they considered to be a large amount of paperwork, including demographic and other personal information before they entered the program. Many individuals noted that neither CU nor UDC/CCDC offered very good guidance on enrolling into the program, and they did not assist them in many ways that would have been helpful. In addition, many of the individuals who went through the

CU program noted that some of the enrollees should never have been allowed in, as they did not meet the criteria for succeeding in class.

After enrollment, the UPO was tasked with providing case management and career planning services to program participants. According to the UPO, case managers asked participants during orientation to send them their CV, so the case manager could update and refine it for potential employers. The UPO case managers also claimed they would email students shortly after they entered training to speak about job development and potential placement once their training has concluded. However, according to several program participants, the UPO did not engage in these activities; nor did they provide the adequate wraparound services enrollees were supposed to receive. Many of the focus group participants were particularly displeased at the lack of career planning and job placement offered to them when they went through the program, and blamed their lack of employment at least partly on this perceived inattention.

Retention. Program retention differed among the different programs. The programs run by CU and Carroll Manor had relatively high levels of retention, but for differing reasons. The Carroll Manor program was short and involved incumbent workers who could clearly see the benefits of obtaining their gerontology certificate. The CU's retention success was in part due to small class sizes and the considerable attention and services provided by staff to program participants. Indeed, CU program participants mentioned how crucial it was to receive support services from the University (while criticizing the lack of services provided by the UPO).

Retention at UDC/CCDC was not as high as at the other programs, in part due to criticisms surrounding the lack of support services provided by the UPO. Focus group participants noted that the UPO did not provide text books on time for their training program or transportation assistance during program participation. Although the focus group participants all stayed in the program, they did note that some of their colleagues dropped out. Nevertheless, it appears the vast majority of people who entered the program were able to complete their training.

Sustainability of this program was not certain, though the subject had been broached. The Providence Health Foundation was planning some form of continuation when the DOL grant funding ended, though it was not certain where that would come from. Providence Health staff noted that they are looking to leverage resources from other grants to continue the DOL grant's mission.

6. Best Practices and Lessons Learned

Staff, program partners, and participants identified a number of features of the grant program and its implementation that they felt were important to the program's overall success.

- **Innovative Training.** One of the most successful elements of the training was the gerontology certificate provided through the Carroll Manor training. Providence Health staff noted its success, with high retention and completion rates, and an innovative certificate that employers recognize. In addition, the training was seen as a career

ladder for many who succeeded in the program and were able to obtain greater opportunities. The CHW certification was also seen as innovative and useful. Although not reaching anticipated employment outcomes, the training was still seen as a boon for those who went through it.

- **Participant Recruitment.** Although there were some issues with the UPO recruitment process, program staff and participants noted that recruitment was done fairly successfully. The people who went through the program were generally capable of succeeding in the classroom, and most targets were reached. In addition, when the program had to switch to recruiting fewer CHW participants, the partners were able to carry this change out very smoothly. Finally, every partner engaged in some form of recruitment and did not rely solely on the UPO, allowing the program to meet its goals and provide significant program information to prospective participants.

Our interviews also identified some challenges and lessons learned associated with the program.

- **High Turnover amongst Program Staff.** The staff of both Providence Health and many of the partners, especially UPO, saw considerable turnover during the grant period. Though the team that developed the proposal was highly skilled and the team that took over was able to fulfill the duties of the project, several members of the team noted that personnel turnover hindered the continuity of the program because the agreements reached, drive and passion of the personnel involved disappears when they are no longer on the team. Nonetheless, it was noted that the new personnel was always responsive and provided feedback on the suggested program changes.
- **Employment Projections.** One of the least successful elements of the program was the lack of employment obtained by program participants. This was due in large part to the lack of hiring by healthcare providers in the D.C. area, despite projections at the outset that they would hire. Providence Health staff relied on census and other employment projections data to gauge the employment of their program participants when they wrote the grant, rather than fully engaging with employers to get a more accurate assessment of employment projections in the area. This is something they might have wanted to consider when writing the grant.
- **Poor Case Management and Wrap-Around Services.** Although the program provided case management and support services to most who went through it, often this was ad hoc and conducted by partners who were not originally meant to provide such services. According to focus group participants, the UPO, which was the main case management provider, did a very poor job of providing transportation assistance, books, job assistance, and other critical support services. This colored many program participants' assessment of the program and made it more difficult for many to succeed.

SAN JOSE STATE UNIVERSITY RESEARCH FOUNDATION HEALTHCARE AND HIGH GROWTH

1. Introduction

The San Jose State University Research Foundation (SJSU) grant supported and augmented training programs for Medical Lab Technicians (MLT), Clinical Lab Scientists (CLS), and Clinical Genetic Molecular Biologist Scientists (CGMBS). The grant program provided modest funding to clinical labs to support student internships/practicums at labs, support labs in earning licensure to host interns, and provide support for the development of online training modules for CLS trainees.

2. Program Context

While the general economy in California slowed during the recent recession, medical labs had an increased need for lab technicians and scientists but lacked the capacity to host interns in the training programs. California has highly regulated medical labs requirements for individuals working in the industry, however, which constrains the growth of trained personnel to meet this demand. All labs hosting interns must be licensed with the state, for example, which can be an onerous process. Another complicating factor in the program context, informants suggested, was that although the demand for MLT, CLS, and CGMBS was growing, as expected, the growth rate was slower than predicted in the grant proposal. The growth rates of need in the three fields also differed. The anticipated growth in demand for CGMBS positions moved further into the future than anticipated, whereas growth in demand for MLTs and CLS during the grant period appeared stronger than anticipated. As a result, the program requested a grant modification to focus on the types of training with higher short-term potential for growth.

With respect to staffing, early in the grant period the SJSU Research Foundation program struggled from two key changes. First, the original program manager and driving force behind the development of the grant left the organization, requiring the Foundation to find a staff replacement. They decided to contract the needed services to Rockridge Partners. Second, the Federal Program Officer changed early in the grant period.

3. Program Description

The SJSU Research Foundation program operated at multiple colleges and universities in northern and southern California. The grant primarily supported the internship requirement of training programs in MLS, CLT, and CGMBT, although it provided some support for the development of online training modules for CLS. De Anza Community College, in particular, modified its curriculum to fit in the online structure.

The MLS and CLT programs were existing programs, but the CGMBT program was a new program. All three programs required practical work experience, called an internship or

practicum, which varied from five months to one year, as set by the number of working hours required by the state. Informants suggested there was high demand by students and labs for training program participation. The required practical lab experience was expensive, however, preventing the necessary growth to occur in the field, according to informants. As a result, the grant was used to help build relationships with labs and to offset part of the cost of hosting an intern.

Rockridge Partners negotiated with labs to help secure internships and, through the grant, the SJSU Research Foundation paid between \$5,000 and \$15,000 for an intern slot – a relatively modest offset to the total intern cost to an employer, which informants estimated as between \$55,000 and \$100,000.

In general, none of the three training programs did much active recruitment of students, as there was already high enough demand to exceed the limited class “slots” And programs could only accept as many students as there was slots. For example, the CLT program operated at De Anza Community College visited local hospitals and accompanying labs annually to find potential students, asked employers for recommendations, and held twice quarterly information sessions.

Once an internship slot was created, students could enroll in the program if they met the entry requirements. All programs required either an associate’s degree or bachelors degree, some require specific science and math classes, other requirements varied by program. Once in the program, most students participated in class one full day a week and did clinical/internship work for the other four days. Students could take classes either in person or through a synchronized online system.

Students did not receive any in-program support services through the grant; however, most colleges provide some support for job placement. Many of the training programs embedded workplace readiness and job development in classes. For example, a student might be required to develop a resume, or a job development specialist might come to class and provide one-on-one practice interviews for students. Informants suggested that a large portion of students received jobs at the labs where their internships take place.

Once a student entered employment, the Alameda WIB was contracted to follow up on employment retention for 9 to 12 months.

4. Partnerships

In addition to its partnership with Rockridge partners, the SJSU Research Foundation engaged in partnerships with community colleges and universities, the Alameda WIB, clinical labs, and a regional trade association. Each category of partner served a specific role:

- **Rockridge Partners.** Advised on program design and helped develop relationships with clinical labs for student internships.

- **Community Colleges and Universities.** All sites provided student training; one provided technical support for labs that still needed certification to host student interns.
- **Alameda WIB.** Provided data tracking on job retention.
- **Clinical Labs.** Served as sites for internships and hired students.
- **Regional Trade Association (Bay Bio).** Promoted the program to employers for recruitment.

All partners had either an MOU or contract with the SJSU Research Foundation. Rockridge Partners often served as the point of contact to ensure all partners met grant objectives. All contract modifications and financial reimbursements went through the SJSU Research Foundation as the fiscal agent.

5. Program Management and Sustainability

The SJSU Research Foundation grant was managed at different levels by different players. For example, Rockridge Partners managed the relationship with labs, while the SJSU Research Foundation supported the grant through contracts to provide the funding to help offset student internship costs. Individual community colleges and universities had assigned staff members for the individual training programs. The Alameda WIB managed all job placement and retention for the grant. Program outcomes were generally tracked by Rockridge Partners; however, the Alameda WIB tracked job placement.

Funding from the Department of Labor was provided to the SJSU Research Foundation, which provided funding directly to the partners. Informants stated that reimbursements were provided within 7 to 30 days, and typically in about two weeks.

Informants suggested the program was highly organized, thus minimizing the burden on employers. They also suggested that all program components would be continued after the grant cycle, because the DOL funding only covered a small portion of intern expenses and the relationships with labs had, by this stage, been developed.

The SJSU Research Foundation set a goal of training 200 individuals, with 80 percent of those individuals placed in jobs. To date, the Foundation has trained about 240 individuals, with a higher than expected job placement rate.

6. Best Practices and Lessons Learned

The SJSU Research Foundation program was neither started nor much augmented during the grant period for two reasons. First, as noted, the California healthcare industry is highly regulated. Second, the grant funds provided only a small cost offset for labs to host interns.

Informants indicated that their program did not fit the traditional DOL model, which made identifying best practices or themes challenging. It should also be noted that, since the grantee selected site visit dates during spring break, neither training observations nor focus group meetings were possible during the visit.

Informants suggested the following lessons learned for individuals interested in applying for DOL funds:

- It is crucial to have a clear understanding of the rules, regulations, and procedures required for a grant.
- Everyone in the organization must understand the time and financial commitment necessary to carry out a grant effectively.

Informants suggested the following activities as best practices:

- Having college staff assist labs in earning the licenses they need helps them develop their capacity to host interns.
- It is important to be highly organized, in addition to fully understanding DOL regulations and requirements.
- Since lab training programs have high job placement rates with high salaries, informants suggested that this type of training is a good investment for DOL, even though the structure of such training does not fit the typical DOL model.

SHENANDOAH VALLEY WORKFORCE INVESTMENT BOARD HEALTHCARE AND HIGH GROWTH

1. Introduction

The Shenandoah Valley Workforce Investment Board, Inc. (SVWIB) developed the Shenandoah Valley Energy Partnership to implement their DOL grant. This multi-organizational, collaborative project involves SVWIB's five One-Stop Centers working with three community colleges, three technical centers, James Madison University, and the Virginia Manufacturers Association. The objective of the project was to develop and promote awareness of regional opportunities emerging within the energy sector, focusing on current and future employer needs in three sectors of the energy industry: 1) manufacturing of green technology and industrial energy efficient processes; 2) renewable energy support for wind, photovoltaic, and solar; and 3) efficiency assessment and green construction and retrofitting. Participants engaged in programs offered within the region to accumulate basic and industry-specific skills as they advanced along an individualized three-tiered training pathway.

2. Program Context

A motivating factor for The Shenandoah Valley Workforce Investment Board to participate in this DOL grant was to be on the cutting edge of what it means to be green. Participants agreed that the "green" grant is an emerging industry and that individuals living in "The Valley" are not as familiar with what it means to be green and their level of awareness needs to increase. Respondents mentioned that there needs to be education about what it means to be green, so workers and employers have a competitive advantage. One participant said, "There is a push for renewable energy and the timing is right". Both employers and workers alike felt the grant was a good opportunity and that green certifications would give a competitive advantage and "something" that makes them stand out.

Additionally, the grant was good fit for the skill set of the people living in this region. Construction has been a main source of industry for many years and there are a number of workers skilled in this area. Prior to the recession new construction homes were booming, now the construction of new homes has ceased and here is a need to update older homes with weatherization, retro fitting and energy efficiency. The "green" grant has given the region an opportunity to respond to this need, re-train people and get them back to work. Initially there was some resistance and lack of understanding about what it means to be green, but as one participant mentioned, builders and contractors are "starting to warm up to it" and that for employers "green training is a selling point.

3. Program Description

The Shenandoah Valley Energy Partnership program was designed to provide a range of training and educational options resulting in industry-recognized credentials. Education and training

programs were offered through: Dabney Lancaster Community College, Lord Fairfax Community College, Blue Ridge Community College, and James Madison University. In addition, construction and manufacturing apprenticeship programs were provided through the Virginia Manufacturing Association, the Massanutten Technical Center, Valley Vocational Technical Center, and Jackson River Technical Center.

Though some training resulted in students earning college credits, the majority of training was provided through workforce development and continuing education classes, technical schools programs, or apprenticeship programs. Classroom training was delivered in numerous ways, including 1) stackable and portable career pathways in which students could enter and exit the program as desired and 2) more intensive “bootcamps.” While the former method may be appropriate for incumbent workers with prior work experience, the latter method may be more appropriate for dislocated workers with little or no training.

The training and credentialing offered through these various trainers included:

- **Solar and Photovoltaic.** Training prepared participants for NABCEP PV installer Certification and Certification from the Center for Basic and Applied Science in Photovoltaic Application (Lord Fairfax CC)
- **Wind Turbine Technician.** Trained students in preventative maintenance and repair activities for wind turbines. (Dabney-Lancaster CC)
- **Advanced Green Manufacturing.** Provided online undergraduate certificate program in engineering/ manufacturing to be completed in as little as 12 months. (Dabney-Lancaster CC)
- **Industrial Energy Efficiency.** Prepared students for credentialing as a certified industrial energy auditor (CIEA). Training included pre-program assessment and online classes. (Blue Ridge CC, Lord Fairfax CC)
- **Chloro-Flouro-Carbon (CFC) Certification.** Offered an approved EPA course on R-12 recovery and recycling, resulting in a written exam for CFC certification. (Lord Fairfax CC)
- **Green Construction.** Taught those in the building industry the principles of building more efficiently. Helped prepare students for certification through Building Performance Institute (BPI) and Green Advance (GA). (Lord Fairfax CC)
- **Sustainability and Green Building.** Provides students with a basic technical understanding of sustainability and green technology concepts, and develops skill set for conducting energy and sustainability audits. Program begins with Career Studies Certificate leading to a credit-earning AAS degree in General Engineering Technology. (Lord Fairfax CC)

Curriculum. Type of curriculum varied across sites. Lord Fairfax used both new (green components) and existing curriculum for their programs; Dabney Lancaster developed new curriculum, but the equipment used for the training was already in place. The apprenticeship program was already developed but a green component was added.

Outreach and Recruitment. Targeted populations eligible for participation in the program included dislocated workers, unemployed adult workers, incumbent workers (up-skill and advance underemployed workers) residing in the grant service region. Apprenticeship training involved incumbent workers. Outreach was generally conducted by the education or training provider with support from Shenandoah Valley Energy Partnership (SVEP) using several methods: 1) establishing a participant referral process with partner/stakeholder organizations including One-Stop training coordinators, 2) sending letters to UI benefit recipients and unemployed individuals who exhausted UI benefits, 3) program website, 4) sending messages to partner employers, regional and state associations, job fairs, community awareness events, brochures, e-marketing, Facebook, and presentations.

Program Intake. During the intake process, program staff: 1) conducted a participant assessment for eligibility, 2) developed an individual training plan (ITP) for each participant, and 3) identified barriers to training. If a participant was identified as eligible for participation and interested, the employment specialist approved the participant for an upcoming class as interested. If interested in the program as the result of intake efforts, participants were provided with additional program information by a SVEP representative and a green training program pathway was identified. Eligibility information was assessed and required paperwork developed and collected.

Support Services. The original budget included a line item in the amount of \$300,000 for support services for such things as transportation expenses, gas vouchers, clothing needed for training, etc. However, program staff indicated that there were some administrative problems associated with providing support services, so they were not in fact provided as part of the program.

Enrollment. After participants were determined eligible for the program, they independently registered for the particular class through the educational institution. Additional, more-in depth assessment of participant skills might be provided by training partner.

Training Delivery. Training delivery varied across programs, with some programs offering flexible access. Some of the programs offered weekend classes for people who work and incumbent workers. However, since boot camps were designed mostly for dislocated and unemployed workers, day classes were offered during the work week. The technical centers offered participants access to work labs via card keys, so participants could complete training requirements on a flexible schedule. Even so, some focus group participants noted that the times at which some of the programs were offered were somewhat inflexible, appearing to be a bit of a barrier for some participants (even incumbent workers who just couldn't take that much time from their jobs). They said they wished classes were broken apart more, so they could take classes for in shorter periods of time.

Placement and Retention. The placement process involved: 1) developing a customized employment plan, 2) identifying barriers to employment, 3) providing access to One-Stop

training for resume development, application prep, and interviewing, 4) developing an employment networking plan, 5) developing a process for the post-employment interview, 6) conducting bi-weekly communication with participant and employer, and 7) developing participant retention intervention plan, if needed. The employment specialist followed participants for three to six months.

While the program recruited participants from employers for participation in the apprenticeship training, there seemed to be a weaker link to employers for the purpose of employment and buy-in to the curriculum. There did not appear to be active outreach to employer partners for the purpose of placing participants in jobs. The southern part of the region's employer involvement for wind turbine training was noted as a possible exception to this.

4. Partnerships

A strong positive aspect of the program was the partnerships that developed, which were noted as likely to continue to develop after the end of the grant period. The grantee was viewed as very capable at bringing players together in a way that avoided feelings of competition among partners. Each developed their own programs and did not provide overlapping services. Program staff described regular meetings with core partners plus constant communication via phone and e-mail.

Subcontracting partnerships (certificate, degree programs):

- Dabney Lancaster Community College
- Lord Fairfax Community College
- Blue Ridge Community College
- Virginia Manufacturers Association
- James Madison University

Vendor Partners (apprenticeship programs)

- Massanutten Technical Center
- Valley Vocational Technical Center
- James River Technical Center
- Virginia Department of Labor and Industry Regional One-Stop Career Centers

Informal Partners

- Employers
- Economic Development

5. Program Management and Sustainability

Program Management. This grant program was administered at the state level through Shenandoah Valley Workforce Investment Board (SVWIB), with both formal and informal partners as noted above.

Leveraged Resources. The following resources were leveraged for the program: 1) existing lab and instruction space and equipment from three community colleges and technical centers, 2) 50 percent first-year salary for SVWIB project director and related office resources, 3) existing program curricula from three community colleges, three technical colleges, and VA Manufacturing Association, 4) financial aid and Pell grant funding from community colleges for those in credit-based programs, 5) support of incumbent worker training from employers, 6) JMU state coordinators from Virginia's 25 x 25 state alliance; 7) faculty release time, instructor salaries, and lab cottages from Lord Fairfax CC, and 8) SVWIB and One-Stop office resources.

Sustainability. Respondents said it was expected that many, though not all, of the programs would be sustainable in some form after the end of the grant period. This included the Virginia Manufacturing programs, which were expected to continue with pre-apprenticeship training. It was also thought that parts of the Lord Fairfax program would continue – although, since the boot camp component for Lord Fairfax was geared to the unemployed and cost \$4,000 to \$6,000 per trainee, it was unclear how or if that would continue.

It was expected that the partnerships developed as a result of the program would be sustained. A huge driver of this program was the free tuition, particularly for incumbent workers. It is expected that because of the popularity of the program that people will give donations for scholarships through foundations. Employers were able to enroll their employees in apprenticeship training classes or get them additional credentials in green training as a result of the program when they might not have been able to otherwise, especially during the slow economy. It is expected that the program will be sustained because of employer involvement and as more workers and employers learn about the grant especially after the economy picks up.

The program is meeting its goals in most areas.

6. Best Practices and Lessons Learned

The grantee felt that a particular success of the program was that the grant provided funding for incumbent worker training. More specifically, this funding supported training that employers would not have provided because of the downturn in the economy.

Best Practices

Depth of Partnership: A critical component of this program was the strength of the relationships developed with partners over the course of implementation. One important aspect of the partnerships, as noted, was that partners were not competing with one another. Each developed their own programs and did not provide overlapping services.

Lessons Learned

Start-Up Time: There was a very large learning curve in implementing the program, particularly around the required documentation for program participation. In addition, conducting the outreach necessary to get people “in the seats” took time that the program did not allow for.

Participant Paperwork Requirements: Getting participants to remember to bring the paperwork required for participation was an ongoing issue, sometimes delaying participation.

Local Perceptions: Program staff commented that employers and the population as a whole were resistant to, or uneducated generally about, the relevance of a green industry and green jobs. This was believed to have had an effect on employment opportunities in the region, especially for those trained as residential energy auditors.

The grantee felt that a particular success of the program was that the grant provided funding for incumbent worker training. More specifically, this funding supported training that employers would not have provided because of the downturn in the economy.

WASHINGTON WORKFORCE BOARD HEALTHCARE AND HIGH GROWTH

1. Introduction

Washington's Workforce Training and Education Coordinating Board (WA Workforce Board) is a state agency and the direct DOL grant recipient. The Board originally subcontracted with three organizations (based in Seattle, Tukwila, and Wenatchee) for the grant program; however, the original grantees served a larger geographic region, including rural areas in south central Washington State. About a year and a half into the grant period, the Board, with DOL approval through a modification process, subcontracted to an additional five grantees, located throughout the state. Four subgrantees signed contracts in December of 2011 and the remaining subgrantee in March 2012.

Generally, the grant program targeted incumbent healthcare workers low on the career ladders, with the intent of providing up-skill training (such as training home care aides to be medical assistants or low level hospital workers to be CNAs). None of the grantees served auto-impacted areas.

2. Program Context

The grant program served the entire state and its grantees reached across both urban and rural areas. The State of Washington started strategic planning for healthcare training and preparation programs in 2003 with the Healthcare Personnel Shortage Task Force. The Task Force provided numerous recommendations and continues to function as an arm informing policy recommendations to increase the healthcare labor force in the state, and acted as an advisor to the DOL grant. The Task Force also led to the creation of a workplace-based healthcare education training called Healthcare Education and Employment Training (HEET), which has informed some of the work conducted through the DOL grant and helped align services and prevent unnecessary duplication of effort.

Informants suggested three factors impacted the implementation of the grant, with the greatest impact on the three original grantees. First, Washington's state budget was decreasing during the early grant period and future funding for programs and growth areas was uncertain. Second, the state legislature changed the regulations and training requirements for some of the targeted careers, such as home care aides; however funding, regulation, and implementation of the regulations remained uncertain. Third, Medicaid payments lowered the payments rates for some of the targeted occupations, making past estimates of growth exaggerated and increasingly uncertain.

3. Program Description

The grant program was carried out primarily through subgrantees that provided a wide range of training and support, varying from 12-hour mentor training for home care aides to associate degree programs. The original grant application included occupational training for the following: advanced home care aides, CNAs, medical assistants (MAs), LPNs, RNs with Associate Degree in nursing, and adjunct nurse instructors. New subgrantees trained in occupations including: CNAs, LPNs, MAs, RNs, health unit coordinators, diagnostic medical sonographers, occupational therapy assistants, health information and billing technicians, pharmacy technicians, cardiovascular technicians, and respiratory therapists. The 36-month grant included multiple layers of subgranting. As a result, all longer term training programs were started as early as possible, with limited enrollment or cohorts.

Each subgrantee provided training and support services through different mechanisms. For example, the Seattle-King County Workforce Development Council subcontracted all training services through North Seattle Community College, whereas both the SEIU Healthcare 1199 NW Multi-Employer Training and Education Fund and the SEIU 755 Healthcare NW Training Partnership provided training through staff. Both SEIU subgrantees had experienced trainers on staff, as well as curriculum specialists.

Support services also varied based on the particular grantee. For example, grantees reported concrete financial support services (such as transportation assistance to personnel) support services (such as job coaching) and a career navigator housed in hospitals to help staff understand career pathways hosted at their current employer.

The grant programs served a variety of participants; however, as the grant period progressed, grantees increasingly focused on incumbent workers. When providing training to incumbent workers, the subgrantees could require employers to “sign on” and provide a raise to individuals receiving training. For example, employers for SEIU Healthcare NW Training Partnership provided a \$0.20 pay increase when a home care aide enrolled in a 70-hour advanced training, then provided another \$0.20 raise after training completion. (Note: Informants reported home care aides typically received approximately \$10 / hour in salary.) SEIU Healthcare NW Training Partnership’s program also sought to create a career ladder for home care aides. In addition to the 70-hour advanced training, participants were guided by a mentor; these were more experienced home care aides selected due to their experience and skills set and provided 12 hours of mentor training through the grant. Mentors were paid \$12/ hour, which provided a salary increase and increased responsibility in a field with little opportunity for growth. SEIU Healthcare NW Training Partnership had a second tier training for home care aides to earn their MA certificates.

4. Partnerships

The grant partners were engaged at two levels: first, directly with the WA Workforce Board, and second directly with the subgrantees. The Board's partners included the following:

- Health Work Force Institute (HWFI), affiliated with the Washington Hospital Association – *original grantee*
- SEIU Healthcare 755 NW Training Partnership– *original grantee*
- SEIU Healthcare 1199 NW Multi-Employer Training and Education Fund – *original grantee*
- Bellingham Technical College– *new grantee, as of December 2011*
- Eastern WA Partnership Workforce Development Council – *new grantee, as of December 2011*
- Seattle-King County Workforce Development Council – *new grantee, as of December 2011*
- WorkForce Central – *new grantee, as of December 2011*
- Pacific Mountain Workforce Development Council – *contract not signed at time of site visit*
- State Board for Community and Technical Colleges – *assisted with strengthening relationship between subgrantees and community and technical colleges*
- Washington State University, Social & Economic Sciences Research Center – *created and maintained a data collection system*

Each subgrantee also had partners ranging from training organizations (such as community colleges), employers (including hospitals), and others. The two subgrantees that were SEIU programs are labor-management organizations that respond to the interests of both unions and employers. As a result of this, some of the training programs had close ties with both labor and employers. For example, programs serving incumbent workers required agreement that employers would provide a salary increase to training participants.

Original partners at the local level included:

- Community and Technical Colleges (Bellingham, Columbia Basin, Edmonds, Highline, Lower Columbia, North Seattle, Renton, South Puget Sound, Spokane, Wenatchee Valley)
- Hospitals/health systems (Central Washington, Evergreen, Group Health, Highline, Lourdes, Northwest, Stevens, Swedish, Valley Medical)
- Long term care providers (Catholic Community Services, Addus Healthcare, Korean Women's Association, Unique Home Care)

- Local Workforce Development Councils (Benton-Franklin, North Central, Northwest, Seattle-King county, Snohomish, and Spokane)

New subgrantees used many of the same partners. For example, Seattle-King County Workforce Development Council also served as a partner to an original grantee, but then contracted education services with an existing community college partner, North Seattle Community College. Seattle-King County Workforce Development Council engaged an additional employer partner, Virginia Mason Medical Center, which agreed to identify and support their incumbent workers.

New partners at the local level included:

- Community and Technical Colleges (Bates Technical College, Skagit Valley College, North Seattle Community College)
- Hospitals/ Health systems (Garfield County Hospital, Virginia Mason Medical Center)
- Long term care providers (Pinewood Terrace, Tacoma Lutheran Retirement Community, Puget Sound Orthopedics)
- Nonprofit partners/technical experts (Northwest Workforce Council, Pacific Associates, MultiCare Health System)

Sites generally reported that most of their relationships already existed; however, the scope and scale of some of the relationships changed as a result of the grant.

5. Program Management and Sustainability

The grant program used a variety of mechanisms to communicate with grantees in order to manage the program and ensure outcomes were met. These mechanisms included: assigning a single staff person to provide technical assistance and support to sites for data collection and cleaning, providing a formal monitoring guide based on DOL's monitoring guide, regular review of subgrantees reports, creating a webpage with all grantee resources (including all required forms) (<http://www.wtb.wa.gov/ARRAHealthcareGranteeResources.asp>), regular convenings of all subgrantees, participation in DOL institutes, and participation in DOL Region 6 conference calls.

The grant program leveraged funding and staff time to varying degrees depending on the subgrantee. Leverage included partner staff time, use of simulation lab equipment at training sites, and WIA support funds. One training site also provided funding for a stipend to Associate Degree nurse participants, because of reduced work time for participant training.

Informants reported that elements of all the subgrantees would continue past grant funding in one degree or another. An overall goal of the grant was to increase online learning from community colleges in healthcare jobs in order to serve more rural areas. Due to funding

limitations at the state level, however, the community college system was unable to invest in online learning to the degree originally anticipated. In contrast, Lower Columbia Community College developed its training program connecting rural and urban colleges to train nurses and connections to local employers to host the clinical experience. This work would continue after the end of the grant period.

Other subgrantees developed tools and resources that would also last beyond the grant period. For example, training programs were devised with substantial employer input and buy-in. In particular, the required salary increase for training participants ensured employers valued the training. As a result, employers would be able to purchase the training directly from training providers after the end of the grant. Informants also suggested that some of the subgrantees were new to the “world of DOL grants,” and that this grant experience gave them experience and capacity that could be utilized to receive DOL funding in the future.

SEIU 755 Training Partnership was able to create articulation agreements with two community colleges. Through this new partnership, the basic training and advanced training counted as eight community college credits. Students that completed these courses could, therefore, apply these course credits to further their degree if they chose. The articulation agreement would remain in place after the end of the grant and act as a foundation for similar agreements with other community colleges.

As previously noted, the WA Workforce Board added an additional five “new” grantees because the original three grantees were unable to meet identified performance measures given the state funding crisis and other legislative implications for their work (see context section for additional background). The WA Workforce Board originally projected serving 350 participants with all placed in employment and 305 participants retained in employment after two quarters. As of December 31, 2011, the WA Workforce Board’s program had enrolled 169 participants (all incumbent workers) with only 9 exiters, according to DOL reports. The Board felt that the additional subgrantees would assist them in achieving their stated outcomes.

6. Best Practices and Lessons Learned

The WA Workforce Board acted as a convener and “sounding board” for grantees. During the grant period, the WA Workforce Board carefully monitored progress and made substantial changes to the subgrantees agreements in order to achieve outcomes with appropriate DOL approval.

Two of the three original subgrantees were labor/management organizations, which brought a unique partnership aspect to the DOL grant program. Informants suggested the relationship between business (i.e., employers), labor (i.e., SEIU and unions), and the WA Workforce Board was a challenging partnership to broker early on, due to it being new and the steep learning curve of different language, terminologies, and levels of familiarity with one another’s work. Interviewees stated this new partnering provided benefits to the program and established new working relationships to continue to build on for future endeavors. During the proposal

process and early implementation, a governance structure with clearly articulated roles and responsibilities provided guidance to all engaged partners. Informants suggested the role of “worker voice” played here by the unions was important to grant success. For example, basic worker input, such as the best time to schedule classes or other unexpected barriers to participation, was necessary to ensure participant retention.

Informants also suggested many lessons learned, especially in the context of ARRA grant funding. For example, informants suggested the SGA encouraged specificity around the exact type of training, with little flexibility to change strategies once the grant was awarded. In retrospect, informants suggested, a grant application written to focus on strategy (rather than particular training programs) would have provided a more appropriate approach to the work, especially given the uncertainty of the economy at the time of the grant award.

**APPENDIX C: GRANT ADMINISTRATOR SURVEY RESULTS
(TOTAL SAMPLE)**

1. Program Context

5. What is the primary responsibility of your organization as related to the grant?	Frequency	Percent
Grant Administration	96	90.6
Program Administration	72	67.9
Sub-grant Administration	31	29.3
Sub-grant Program Administration	19	17.9
Delivery of Training Services	33	31.1
Don't Know	0	0

6. Did your organization use Labor Market Information (LMI) in developing and designing the grant program?	Frequency	Percent
Yes	91	85.9
No	5	4.7
Don't Know	8	7.6

7. Did your organization use other sources of information about the local/regional labor market needs?	Frequency	Percent
Yes	100	94.3
No	1	0.9
Don't Know	3	2.8

8. What methods did you use?	Frequency	Percent
Information from local employers and/or employer associations	91	85.9
Information from state or local workforce agency	82	77.4
Information from local economic development organizations	71	67
Information from unions	36	34

8a. What methods did you use? (Other)	Frequency	Percent
EMSI	1	10
EMSI, Burning Gas	1	10
Economic Statistics– local and regional	1	10
Independent Research – Pew Center on the States, 2009, The Clean Energy Economy; Business Alliance for Sustainable Energy, 2008; Oregon Green Jobs report	1	10
Missouri Department of Economic Development and Missouri Economic Research and Information Center	1	10
NC Sustainable Energy Association	1	10
National Transit Data Base	1	10
State-level trade groups, Universities and University Research Centers	1	10
A private research firm	1	10
Internet resources	1	10

9. Has demand for trained workers in any of the areas in which training is provided decreased since the grant program began?	Frequency	Percent
Yes	59	55.7
No	36	34
Don't Know	8	7.6

10. Is the original timeframe for this grant program (as stated in grant application) sufficient for implementing the program to enable achievement of its intended outcomes?	Frequency	Percent
Yes	20	18.9
No	80	75.5
Don't Know	5	4.7

11. How much additional time would be needed?	Frequency	Percent
0-6 months	26	24.5
7-12 months	26	24.5
13-24 months	44	41.5
More than 24 months	10	9.4

12. Is this a new training program or an expansion of a previously existing program?	Frequency	Percent
New program	52	49.1
Expansion of an existing program	11	10.4
Both a new program and an expansion of an existing program	42	39.6

12a. Is this a new training program or an expansion of a previously existing program? (Other)	Frequency	Percent
Some expansion of existing programs; new programs for others	1	12.5
Included development of a CGMBS training program in addition to the existing CLS program	1	12.5
Revised program based off of a pilot program	1	12.5
Most healthcare training between 9 months and 3 years; not enough time to complete nursing program	1	12.5
Skill enhancer for already highly trained Journeyperson Electricians	1	12.5
The college has offered logistics training for credit for years; this was a non-credit workforce training program	1	12.5
Grant itself is a new program but the grant is used to support existing apprenticeship trades throughout Wisconsin and create new apprenticeship trades	1	12.5
Current grantees for many other job training programs but this was the first green jobs focused program	1	12.5

13. Does the grant program incorporate or support any local, state, or Federal policies or programs (e.g., supporting the green economy)?	Frequency	Percent
Local Policies/Programs	44	41.5
State Policies/Programs	55	51.9
Federal Policies/Programs	45	42.5
None of the above	28	26.4

2. Program Components and Service Delivery Strategy

15. What types of training does the program offer?	Frequency	Percent
On-the-job training	50	47.2
Classroom-based training	101	95.3
Hands-on skills training (e.g., installing solar panels in a solar installation training program)	81	76.4
Apprenticeship training	34	32.1
Basic work skills training (e.g., getting to work on time, wearing appropriate attire, conflict resolution)	72	67.9
Adult basic education/ ESL	46	43.4
Internships	38	35.9
Mentorships	9	8.5
Transitional Jobs	14	13.2

15a. What types of training does the program offer? (Other)	Frequency	Percent
Associate Degree Programs	1	9.1
Clinical Lab Scientist and Medical Lab Technician training in labs as part of CLS and MLT certificate programs	1	9.1
Customer service, finance and marketing for energy professionals	1	9.1
Customized training for businesses	1	9.1
Employer-driven customized training	1	9.1
Green coaching to help incumbent workers implement skills learned in the classroom once they return to the buildings in which they work	3	27.3
On-the-job training specifically applies to the clinical as required by the nursing and CNA programs just to name a few	1	9.1
This is a healthcare program– the type of training, clinical experience and licensure required is very different from other fields	1	9.1
Pre-apprenticeship training; career information	1	9.1

16. What types of supportive services does the grant program offer?	Frequency	Percent
Child care	46	43.4
Transportation	73	68.9
Housing	22	20.8
Clothing	48	45.3
Financial counseling (e.g., household budgeting, establishing a checking account, credit repair)	34	32.1
Emergency Assistance	28	26.4
Other	16	15.1
None	26	24.5

16a. What types of supportive services does the grant program offer? (Other)	Frequency	Percent
Academic (tutoring) and job placement	2	7.7
Assistance with tuition/fees/books, tutoring services	1	3.9
Career, educational, and personal counseling referrals for situational crises; job placement assistance	3	11.5
Counseling, tutoring	2	7.7
Gas cards, textbook and program related expenses; recipients must show financial need	1	3.9
Needs Related Assistance for Tuition, books, supplies, Professional License	2	7.7
Participants had access to all the services of "Center for People in Need" and other partners; i.e., points for clothing, furniture, food, emergency utility payment, counseling to reduce barriers	1	3.9
Pay-to-learn stipends	1	3.9
Payments for school related expenses such as books and supplies. Reimbursement for Physical examinations as required for internships/employment	1	3.9
Purchase of tools, if necessary	1	3.9
Supportive Services are primarily provided through WIA programs, these are funds of last resort	1	3.9
The primary strategy of the grant was increasing student success support strategies and resources in order to reduce the high attrition rates in healthcare training programs	1	3.9
Tuition, fees and/or supplies needed for training and employment	4	15.4
Various depending upon the needs of the individual	1	3.9
Health care referrals	1	3.9
Referrals to health and human services; work clothes	1	3.9
Testing fees, required medical supplies	1	3.9
Tuition assistance, cost for immunizations for internships, and scrubs	1	3.9

18. When are the support services offered?	Frequency	Percent
After the participants enrolled in the training program, but before training begins	45	42.5
While participants are receiving the training	82	77.4
After participants have completed the training program	44	41.5

19. What types of credentials are earned by participants in this grant program?	Frequency	Percent
Work readiness certification	45	42.5
Industry recognized/ specific certification	100	94.3
Associates Degree	41	38.7
BA/BS Degree	14	13.2
MA/MS Degree	3	2.8

19a. What types of credentials are earned by participants in this grant program? (Other)	Frequency	Percent
BPI Multifamily Building Operator Certification, BPI Multifamily Building Analyst Certification, Urban Green Council GPRO Certificate, Northwest Energy Alliance Building Operator Certification	1	5.3
BS is a Minor in Engineering	1	5.3
CLS and MLT certifications from the state from labs licensed by the state	1	5.3
CPR Certification	1	5.3
Career Studies Certificate	1	5.3
Certification of Completion	1	5.3
Certificate of Technical Studies and Technical Diploma	1	5.3
Community College certificates	1	5.3
OSHA- 10 certifications; state licenses	2	10.5
RN, LPN, CNA	1	5.3
Specific certifications as may be required by the State (SAAC program)	1	5.3
State Certification	1	5.3
State Recognized Certificate (Michigan Employability Skills Certificate), Local employer recognized certificates	1	5.3
Grant serves 5 healthcare training programs; primarily covers the costs associated with the student academic support services (the grant does not pay the tuition costs for students)	1	5.3
There are people who have begun 2 year education opportunities but have not completed requirements	1	5.3
College diplomas	1	5.3
Credentials recognized by their employer	1	5.3
First aid/CPR, BPI	1	5.3

20. Does the training provided by this grant program focus on skills required in a growing industry where job growth is expected?	Frequency	Percent
Yes	99	93.4
No	2	1.9
Don't Know	2	1.9

21. Please identify the industry for which the grant program is providing skills training.	Frequency	Percent
Health Information Technology	12	11.3
Other High Growth and Emerging Industries (e.g., information technology, advanced manufacturing, wireless and broadband deployment, transportation and warehousing biotechnology)	26	24.5
Energy-efficient building, construction, and retrofit industries	56	52.8
Renewable electric power industry	39	36.8
Energy efficient and advanced drive train vehicle industry	15	14.2
Biofuels industry	16	15.1
Deconstruction and materials use industries	23	21.7
Energy efficiency assessment industry serving residential, commercial, or industrial sectors	50	47.2
Manufacturers that produce sustainable products using environmentally sustainable processes and materials	26	24.5

21a. Please identify the industry for which the grant program is providing skills training. (Other)	Frequency	Percent
Agriculture pasture grazing rotation	1	2.8
Allied health care	1	2.8
CNA TMA, EMT	1	2.8
Direct Care Workforce (Personal Care Aides, Home health Aides, Nursing Aides)	1	2.8
Energy Loss/Leaks – Energy Conservation	1	2.8
Focuses specifically on the power industry	1	2.8
Healthcare	13	36.1
Healthcare – focused on green jobs in healthcare or greening of current jobs	1	2.8
Healthcare: phlebotomy, pharmacy technician, electronic medical record; customer service and supervisory skills in healthcare setting	1	2.8
Healthcare Programs benefitting from grant: Respiratory Therapy, Certified Nursing Assistant (CNA), Nurse Support Tech (NST), Licensed Practical Nurse (LPN), Associate’s Degree in Nursing (AND), and LPN to ADN Bridge program; grant supports the student academic support services.	1	2.8
Healthcare occupation (not HIT)	1	2.8
Healthcare/ direct care/home care	1	2.8
License Clinical Laboratory Scientists and Clinical Genetic Molecular Biological Scientists	1	2.8
Logistics – warehouse training and CDL	1	2.8
Long Term Care/ Home Health Care	1	2.8
Medical Assisting, Dental Assisting, Chronic Care Assisting, and Medical Interpreting	1	2.8
Nursing, Radiology, Phlebotomy/EKG, Medical Laboratory Science, Certified Nursing Assistant	1	2.8
Renewable Energy – wind, solar Related Registered Apprenticeships	1	2.8
Sustainable Agriculture	1	2.8
Alternative fuel automotive technician; integrated pest management; urban forestry	1	2.8
Energy efficient gas transmission; energy efficient water/potable water treatment	1	2.8
Not as much of a growth industry as expected, but industry leaders are still saying there will be a need	1	2.8
Landscape technician	1	2.8
Nursing	1	2.8

22. Does the grant proactively target participants that have not worked in the occupations being trained for in the past (e.g., training women for non-traditional occupations)?	Frequency	Percent
Yes	71	67
No	33	31.1

23. Please identify which types of individuals or groups are being targeted by the training:	Frequency	Percent
Dislocated workers	86	81.1
Unemployed individuals	99	93.4
Incumbent workers	86	81.1
Low income individuals	38	35.9
Persons with disabilities	68	64.2
Women	64	60.4
Minorities	30	28.8
Auto workers	42	39.6
Ex- offenders	43	40.6
High school dropouts	73	68.9
Veterans/active duty/ military spouses	0	0

23a. Please identify which types of individuals or groups are being targeted by the training: (Other)	Frequency	Percent
Affected by auto-restructuring	1	4.8
Incumbent Workers	7	33.3
Incumbent Workers and Small Business Owners	1	4.8
Incumbent Workers looking to upgrade their skill sets to keep their job or move into a higher-level job creating an opening at their current level	1	4.8
Incumbent Workers; Self- Employed (particularly construction contractors)	1	4.8
Incumbent workers employed at companies in the renewable energy supply chain or at companies seeking to enter the renewable energy supply chain	1	4.8
Incumbent workers/ journey workers, apprentices	1	4.8
Men, Older workers	1	4.8
No type or group is specifically left out of the potential student population	1	4.8
Unemployed, disadvantaged individuals (St. Ambrose CNA training program for which we do pay all associated costs for training); population is mainly minority; CNA Licensure requires GED/HSD, no criminal record	1	4.8
Orientations are offered on a regular basis and interested individuals self-identify; then receive 1:1 sessions to enable them to find a training program through which employment is most likely to occur	1	4.8
We serve all, but only target those indentified	1	4.8
Currently employed transit workers	1	4.8
Currently employed workers in specific departments that are greening their operations – specifically housekeeping and dietary	1	4.8
The program focuses on underemployed, unemployed state certified general electricians, It upskilled this workforce	1	4.8

24. Does the grant conduct a formal or written assessment as part of the participant selection process? If the grant program involves multiple training programs, do the majority of the training programs conduct a formal or written assessment as part of the participant selection process?	Frequency	Percent
Yes	77	72.6
No	26	24.5

25. Does your grant program provide career guidance?	Frequency	Percent
Yes	92	86.8
No	12	11.3

26. What methods were used to recruit participants?	Frequency	Percent
Referrals from the One-Stop Career Center/ WIB	93	87.7
Referrals from Unions	46	43.4
Referrals from Employers	78	73.6
Mailings	59	55.7
Emails	64	60.4
Newsletters	56	52.8
Career fairs	80	75.5
Local news, radio, newspapers	68	64.2
Social media	53	50

26a. What methods were used to recruit participants? (Other)	Frequency	Percent
Academic counseling, Veteran Centers	1	4.2
Billboard	1	4.2
Campus collateral	1	4.2
College websites with catalog of Courses	1	4.2
Community Based Agency referral, human service systems referrals	1	4.2
Courts, schools, police	2	8.3
Door to door outreach, churches	1	4.2
Grant Partner – St. Ambrose Center conducts the outreach & information to Baltimore city locale	1	4.2
Human Services Agencies and Tribal Employment Rights Office	1	4.2
Local social service district; current employees	1	4.2
Most of this population do not have immediate access to computers	1	4.2
Our training programs note that in the vast majority of cases the training program refer to the WIB/Onestop system rather than the opposite	1	4.2
Outreach with partnering CBOs	1	4.2
Participation in and presentations at conferences focusing on the green economy	1	4.2
Referrals from Department of Corrections and Literacy Volunteers of America. Informational flyers were placed in public libraries, hospitals, offices of federal support agencies, and convenience stores	1	4.2
Website, bus ads, church newsletters, neighborhood associate and school newsletters	2	8.3
Website, webinars, conference calls	1	4.2
Website: www.greenjobs.state.nm.us , Outreach to business community	1	4.2
Word of mouth from former participants who have found jobs	1	4.2
Employees in specific departments undergoing green change	1	4.2
Meetings at community centers, child care centers, churches, Word of mouth, alumni referrals, Offender re-entry programs	1	4.2
Visits to agencies serving low-income, disabled veterans, unemployed; recruited students from College adult education classes	1	4.2

27. If the program involves a single training program: were existing curricula used in developing the training program? If the grant program involves multiple training programs: were existing curricula used in developing the majority of the training programs?	Frequency	Percent
Yes	81	76.4
No	17	16
Don't Know	3	2.8

28. From what source(s) was the training curricula obtained?	Frequency	Percent
Grantee or Sub-grantee developed the training	53	50
Partner developed the training	46	43.4
Obtained the training from another source	34	32.1

28a. From what source(s) was the training curricula obtained? (Other)	Frequency	Percent
A combination of all the above	1	5.6
Approved by NYSE department of Health	1	5.6
BPI/ other private vendors, NC University System (sustainable ag program), National Realtors Assoc	1	5.6
Career Ready101, Cisco Systems, MSSC	1	5.6
College paid for some of the training development, employers covered their time to advise on curricula	1	5.6
Healthcare training curriculums were pre-existing; grant covered student academic support materials	1	5.6
Heat and Frost Insulator Locals, sub-grantees, purchased the National insulators Association Curriculum	1	5.6
Higher education- approved curriculum	1	5.6
Industry Required	1	5.6
MSSC (CLT certifications)	1	5.6
NCCER; National Homebuilders Association; I-BEST	1	5.6
NJATC curriculum National Joint Apprenticeship Training Council to ensure that all training is same	1	5.6
Other nationally recognized training programs	1	5.6
The college's credit curriculum for logistics was adapted	1	5.6
The training was developed prior to the grant. The grant expanded the training	1	5.6
Training partner had previously developed training curricula	1	5.6
Community college courses	1	5.6
Some training was provided by specific vendors; most was delivered by sub-grantee	1	5.6

30. Does the training program accommodate different participant schedules? (e.g., offered in the evenings, on weekends, or on different days of the week?) If the grant program involves multiple training programs, do the majority of the training programs accommodate different participant schedules?	Frequency	Percent
Yes	76	71.7
No	22	20.8
Don't Know	6	5.7

31. Is the training offered at facilities that are accessible by public transportation? If the grant program involves multiple training programs, are the majority of the training programs accessible by public transportation?	Frequency	Percent
Yes	80	75.5
No	18	17
Don't Know	5	4.7

32. What training modalities are used to deliver the training?	Frequency	Percent
Classroom	104	98.1
On-line	54	50.9

32a. What training modalities are used to deliver the training? (Other)	Frequency	Percent
Clinical rotations in hospital, blood centers, and pharmacy	2	5.9
Construction lab	1	2.9
Field based, hands-on training	3	8.8
Field training in buildings (boiler/ mechanical room, roof, vacant apartments, hallways)	1	2.9
Hands-On	4	11.8
Hands-on on a 6 foot by 6 foot lab training board	1	2.9
Hands-on, on-site Lean implementation assistance	1	2.9
Hybrid courses	5	14.7
Most training is face to face	1	2.9
On site incumbent worker training	1	2.9
On the Job Training	2	5.9
On the job training; on site practicum associated with college program	1	2.9
Online for college – all other classroom, project based, work based	1	2.9
Training offered at company sites, in labs, locations around the city	1	2.9
And in logistic company warehouses	1	2.9
Hands-on and lab	3	8.8
Job-based	3	8.8
On the job and classroom hands-on demonstration	1	2.9
Training work crews; work simulation, hands on skill development, Transitional jobs, OJT	1	2.9

33. Does the training program offer multiple entry/exit points to accommodate participants of different skill levels? If the grant program involves multiple training programs, do the majority of the training programs offer multiple entry/exit points to accommodate participants of different skill levels?	Frequency	Percent
Yes	67	63.2
No	37	34.9

3. Partnerships

	Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
34. Prior to this grant, to what extent did your organization or your sub-grantees work on other grants or programs with any of the following types of partner organizations?						
<i>None/ Very Little</i>	15 (14.2%)	5 (4.7%)	6 (5.7%)	42 (39.2%)	10 (9.4%)	9 (8.5%)
<i>Some</i>	29 (27.4%)	27 (25.5%)	26 (24.5%)	27 (25.5%)	48 (45.3%)	34 (32.1%)
<i>A lot</i>	60 (56.6%)	69 (65.1%)	72 (67.9%)	29 (37.4%)	46 (43.4)	61 (57.6%)

	Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
35. Do any of the following types of partner organizations have a clearly defined role in the grant?						
<i>Yes</i>	75 (70.8%)	92 (86.8%)	76 (71.7%)	44 (41.5%)	52 (49.1%)	51 (48.1%)
<i>No</i>	4 (3.8%)	3 (2.8%)	3 (2.8%)	28 (26.4%)	17 (16%)	24 (22.6%)
<i>Some do, but others do not</i>	23 (21.7%)	5 (4.7%)	20 (18.9%)	15 (14.2%)	25 (23.6%)	17 (16%)
<i>Don't Know</i>	0 (0%)	0 (0%)	1 (.9%)	2 (1.9%)	3 (2.8%)	4 (3.8%)
<i>Not Applicable</i>	1 (.9%)	3 (2.8%)	1 (.9%)	10 (9.4%)	3 (2.8%)	4 (3.8%)

	Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
36. Did any of the following types of partner organizations sign a Memorandum of Understanding (MOU) or other formal partnering agreement with the grant program?						
<i>Yes</i>	69 (65.1%)	75 (70.8%)	55 (51.9%)	35 (33%)	46 (43.4%)	33 (31.1%)
<i>No</i>	25 (23.6%)	18 (17%)	31 (29.3%)	40 (37.7%)	38 (35.9%)	45 (42.5%)
<i>Don't Know</i>	5 (4.7%)	2 (1.9%)	6 (5.7%)	8 (7.6%)	2 (1.9%)	4 (3.8%)
<i>Not Applicable</i>	1 (.9 %)	4 (3.8%)	4 (3.8%)	12 (11.3%)	9 (8.5%)	9 (8.5%)

37. Which of the following organizations have <u>not been</u> involved in the grant, but would have been useful to include as a part of the grant planning and/or implementation process?	Frequency	Percent
One- Stop Career Center	4	3.8
Local or state government agency	8	7.6
Faith-based organization	18	17
Community-based organization	8	7.6
Private training provider	7	6.6
Employer group	11	10.4
Community College	2	1.9
University	14	13.2
Union	11	10.4
None of the above	15	14.2

37a. Which of the following organizations have <u>not been</u> involved in the grant, but would have been useful to include as a part of the grant planning and/or implementation process? (Other)	Frequency	Percent
By the end of the grant term, we incorporated many of the groups listed above	1	25
Crowder College is a 2-year community college	1	25
None listed	1	25
We have an effective group of partners	1	25

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
38. How involved were each of the following partners in <u>program design</u>:						
<i>Very involved</i>	37 (34.9%)	83 (78.3%)	53 (50%)	31 (29.3%)	32 (30.2%)	27 (25.5%)
<i>Somewhat involved</i>	45 (42.5%)	13 (12.3%)	43 (40.6%)	25 (23.6%)	37 (34.9%)	27 (25.5%)
<i>Not involved at all</i>	17 (16%)	3 (2.8%)	3 (2.8%)	30 (28.3%)	27 (25.5%)	31 (29.3%)
<i>Don't Know</i>	2 (1.9%)	0 (0%)	1 (.9%)	5 (4.7%)	1 (.9%)	6 (5.7%)
<i>Not Applicable</i>	0 (0%)	2 (1.9%)	0 (0%)	10 (9.4%)	3 (2.8%)	8 (7.6%)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
39. How involved were each of the following partners in <u>curriculum development</u>:						
<i>Very involved</i>	8 (7.6%)	81 (76.4%)	38 (35.9%)	26 (24.5%)	18 (17%)	8 (7.6%)
<i>Somewhat involved</i>	23 (21.7%)	13 (12.3%)	47 (44.3%)	18 (17%)	22 (20.8%)	15 (14.2%)
<i>Not involved at all</i>	58 (54.7%)	2 (1.9%)	11 (10.4%)	39 (36.8%)	43 (40.6%)	58 (54.7%)
<i>Don't Know</i>	4 (3.8%)	0 (0%)	0 (0%)	3 (2.8%)	2 (1.9%)	4 (3.8%)
<i>Not Applicable</i>	6 (5.7%)	5 (4.7%)	4 (3.8%)	14 (13.2%)	14 (13.2%)	13 (12.3%)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
40. How involved were each of the following partners in <u>recruiting participants</u>:						
<i>Very involved</i>	49 (46.2%)	69 (65.1%)	38 (35.9%)	28 (26.4%)	43 (40.6%)	15 (14.2%)
<i>Somewhat involved</i>	42 (39.6%)	23 (21.7%)	47 (44.3%)	23 (21.7%)	31 (29.3%)	26 (24.5%)
<i>Not involved at all</i>	6 (5.7%)	4 (3.8%)	11 (10.4%)	34 (32.1%)	19 (17.9%)	41 (38.7%)
<i>Don't Know</i>	1 (.9%)	2 (1.9%)	2 (1.9%)	4 (3.8%)	2 (1.9%)	6 (5.7%)
<i>Not Applicable</i>	1 (.9%)	3 (2.8%)	0 (0%)	10 (9.4%)	5 (4.7%)	11 (10.4)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
41. How involved were each of the following partners in training delivery:						
<i>Very involved</i>	14 (13.2%)	96 (90.6%)	31 (29.3%)	28 (26.4%)	23 (21.7%)	7 (6.6%)
<i>Somewhat involved</i>	21 (19.8%)	2 (1.9%)	45 (42.5%)	14 (13.2%)	20 (18.9%)	10 (9.4%)
<i>Not involved at all</i>	61 (57.6%)	1 (.9%)	20 (18.9%)	44 (41.5%)	45 (42.5%)	64 (60.4%)
<i>Don't Know</i>	0 (0%)	0 (0%)	1 (.9%)	3 (2.8%)	2 (1.9%)	3 (2.8%)
<i>Not Applicable</i>	2 (1.9%)	1 (.9%)	2 (1.9%)	12 (11.3%)	8 (7.6%)	13 (12.3%)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
42. How involved were each of the following partners in job placement:						
<i>Very involved</i>	34 (32.1%)	46 (43.4%)	68 (64.2%)	31 (29.3%)	31 (29.3%)	12 (11.3%)
<i>Somewhat involved</i>	44 (41.5%)	36 (34%)	25 (23.6%)	14 (13.2%)	32 (30.2%)	26 (24.5%)
<i>Not involved at all</i>	20 (18.9%)	13 (12.3%)	3 (2.8%)	36 (34%)	27 (25.5%)	44 (41.5%)
<i>Don't Know</i>	1 (.9%)	2 (1.9%)	1 (.9%)	6 (5.7%)	1 (.9%)	4 (3.8%)
<i>Not Applicable</i>	2 (1.9%)	4 (3.8%)	3 (2.8%)	14 (13.2%)	8 (7.6%)	13 (12.3%)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
43. How involved were each of the following partners in managing the grant:						
<i>Very involved</i>	25 (23.6%)	39 (36.8%)	9 (8.5%)	11 (10.4%)	18 (17%)	21 (19.8%)
<i>Somewhat involved</i>	21 (19.8%)	26 (24.5%)	23 (21.7%)	12 (11.3%)	20 (18.9%)	8 (7.6%)
<i>Not involved at all</i>	50 (47.2%)	26 (24.5%)	59 (55.7%)	59 (55.7%)	48 (45.3%)	54 (50.9%)
<i>Don't Know</i>	1 (.9%)	2 (1.9%)	2 (1.9%)	2 (1.9%)	3 (2.8%)	2 (1.9%)
<i>Not Applicable</i>	2 (1.9%)	6 (5.7%)	4 (3.8%)	14 (13.2%)	9 (8.5%)	13 (12.3%)

	WIB/Local Workforce Agency	Education/ Training Provider	Employers	Labor Unions	Community-Based Organizations	Local/State Government
44. How involved were each of the following partners in developing a sustainability plan for after the grant has expired:						
<i>Very involved</i>	26 (24.5%)	44 (41.5%)	24 (22.6%)	14 (13.2%)	18 (17%)	18 (17%)
<i>Somewhat involved</i>	34 (32.1%)	30 (28.3%)	40 (37.7%)	21 (19.8%)	27 (25.5%)	22 (20.8%)
<i>Not involved at all</i>	25 (23.6%)	9 (8.5%)	17 (16%)	38 (35.9%)	32 (30.2%)	34 (32.1%)
<i>Don't Know</i>	8 (7.6%)	5 (4.7%)	9 (8.5%)	6 (5.7%)	7 (6.6%)	6 (5.7%)
<i>Not Applicable</i>	8 (7.6%)	11 (10.4%)	9 (8.5%)	20 (18.9%)	14 (13.2%)	19 (17.9%)

4. Program Management, Funding, and Sustainability

45. What kinds of leveraged resources have partners brought to the grant?	Frequency	Percent
Provided instructors/ trainers	72	67.9
Provided the training curriculum	72	67.9
Provided training equipment/ materials	83	78.3
Provided training facilities/ space	87	82.1
Provided supportive services	58	54.7
Provided funding	9	8.5
None	2	1.9

45a. What kinds of leveraged resources have partners brought to the grant? (Other)	Frequency	Percent
Additional funding, leveraged staff	1	4.8
Funding	11	52.4
Grant administration; time and effort of adult education management	1	4.8
One of our partners, Mercy (f/k/a St. John's in Cassville) has given us \$10,000 twice to help with needs in our Cassville Nursing Program	1	4.8
Materials, Space, and Supportive Services	1	4.8
Personnel, release time for incumbent workers	1	4.8
Advertising and outreach	1	4.8
Office space, furniture, computers, phones, etc. for program staff	1	4.8
Program support	1	4.8
Volunteer time; Dual-enrolled with WIA IB for support	1	4.8
Partners have leveraged their other grants to supplement support services and training for participants; partners have provided technical assistance coaching to staff	1	4.8

46. How does the grant program collect outcomes data (e.g., employment, occupation, job retention) for program participants?	Frequency	Percent
Survey of Participants	78	73.6
Follow-up calls/ meetings with participants	99	93.4
State data/ UI Wage Records	44	41.5

46a. How does the grant program collect outcomes data (e.g., employment, occupation, job retention) for program participants? (Other)	Frequency	Percent
Review participant wage data	1	4.4
Custom database for participant training and employment information	1	4.4
DOL and WIBS assist with outcome data collection	1	4.4
Daily contact, recordkeeping, data entry, swipe cards	1	4.4
Employment verification forms from employers, copies of paycheck stubs from participants	1	4.4
Employment verification and job retention directly from employers; (DOL will obtain outcome information from State Data/ UI Wage Records)	1	4.4
Follow up emails to participants and employers	1	4.4
Follow-up with employers to ascertain incumbent worker placement, retention, wage gains, and promotion data	1	4.4
Individuals in the grant are case managed and information is gathered by case manager	1	4.4
Ohio does not allow us access to UI Wage Records- anything the federal government could do to encourage state cooperation on accessing this data would be significant to our reporting	1	4.4
Quarterly and other reports by sub-grantees, and RAD	1	4.4
State Data and UI Wage Records are not accessible to the institution and a major obstacle in tracking placement and retention	1	4.4
State of Wisconsin Bureau of Apprenticeship Standards database	1	4.4
Surveyors and/or follow-up calls/ meetings with employers who participate in customized training agreements	1	4.4
Union Hall Employment Records	1	4.4
WIA MIS data sharing	1	4.4
WIB cooperation in some cases, no UI support	1	4.4
Alumni activities; social media contacts; employer site visits and supervisor interviews	1	4.4
Calls and emails to local healthcare employers	1	4.4
Calls to employers	1	4.4
Employer and union information, benefit fund information	1	4.4
Reports from sub-grantees	1	4.4
Survey of Joint Apprenticeship Training Committees	1	4.4

47. How does the grant program solicit feedback from <u>program participants</u> to make adjustments and improve the program?	Frequency	Percent
Program participant exit survey	67	63.2
Focus groups	34	32.1
Suggestion box	11	10.4
Grant does not solicit feedback from participants	9	8.5

47a. How does the grant program solicit feedback from <u>program participants</u> to make adjustments and improve the program? (Other)	Frequency	Percent
Both State and Local trade committees	1	3
Case manager solicitation and part of state monitoring	1	3
Continual review of retention/attrition rates and implements course corrections along the way in student support services	1	3
Daily contact and the university partner interviewed each participant individually in the first few sessions apart from the grant staff	1	3
Direct contact	1	3
During follow up with students after graduation, we learn informally what their thoughts were about the training program now that they are seeking employment	1	3
Follow-up with case managers and counselors and job developers	1	3
Training providers have adjusted trainings pursuant to attrition and no-shows	1	3
Informal feedback from participants	1	3
No suggestion box; feedback encouraged at end of courses	1	3
Non-completer inquiry	1	3
One-on-one interviews	2	6.1
One-on-one meetings between navigators and program participants to solicit feedback and remove barriers	1	3
Online survey	1	3
School exit survey and social media	1	3
Site visit monitoring questions of participants and individual surveys	1	3
Some local providers may collect this information	1	3
Sub grantees may solicit feedback, but the grantee does not at this time	1	3
The AESP has an Independent Evaluator	1	3
The Green Jobs Coordinators have open door policies and are very involved with the participants	1	3
Varied by program site; feedback was gathered at various points (e.g. end of technical training vs. placement) at different program sites	1	3
Case managers, instructors, remedial instructor reported student feedback on daily basis and feedback was used in weekly partner conference calls and adjustments and accommodations were made when appropriate	1	3
Exit survey conducted via phone	1	3
Feedback through social media; direct feedback to program staff/partners	1	3
Follow-up calls	1	3
In the process of setting up an evaluation process	1	3
Interviews	1	3
Job coaches working with completers on the job elicit feedback	1	3
Ongoing interaction between trainers and participants	1	3
Part of state monitoring	1	3
Surveys during participation and classroom visits by case managers	1	3
Surveys, reports from program leaders	1	3

48. How does the grant solicit feedback from <u>employers</u> to make adjustments and improve the program?	Frequency	Percent
Employer survey	52	49.1
Focus groups	36	34
Grant does not solicit feedback from employers	14	13.2

48a. How does the grant solicit feedback from <u>employers</u> to make adjustments and improve the program? (Other)	Frequency	Percent
3 monthly meetings of all partners including the 5 employer partners	1	2.2
Advisory Board meetings on a monthly basis	1	2.2
Advisory Committee	1	2.2
Advisory committee meetings as employers are on the advisory committee; individual feedback on ongoing basis	1	2.2
Advisory committee, discussions with managers who release works to attend class	1	2.2
Advisory committees and Internship sites	1	2.2
Individual employer calls to use as promising practices publications	1	2.2
Business Advisory Group meetings	1	2.2
CCBC Program Directors maintain regular and comprehensive contact with employers in order to keep training programs current	1	2.2
College solicits employer feedback	1	2.2
Direct contact	4	8.7
Employer liaison through personal follow up interviews on referrals	1	2.2
Employers are actively involved with both State and Local trade committees	1	2.2
Employers use mock interviews for graduates and provide feedback at that time	1	2.2
Feedback from grant "Industry Council" business partners/ Calls/ surveys with employers who participate in customized training agreements	1	2.2
Focus groups and/or our Advisory Boards	1	2.2
Follow-up with job developers	1	2.2
Have meetings with local employers who have hired students from training classes	1	2.2
Informal inquiry	1	2.2
Letters of testimony from employers are solicited	1	2.2
Meetings with employers	4	8.7
OMEF and Impact Washington solicit third-party feedback from employers with respect to financial impacts training has had on their business/processes	1	2.2
One on one meetings with businesses	1	2.2
One-on-one interviews	1	2.2
Quarterly monitoring visits to employer partners to solicit feedback	1	2.2
Sub-grantee consortia include employers. Responding to employer needs is key to each successful sub-recipient	1	2.2
The AESP has an Independent Evaluator	1	2.2
Employment coordinator held lunch meetings with groups of employers and also visited them at work to discuss the employees and the program	1	2.2
Ongoing contact and development of relationship with employers and involvement in advisory groups and grant workgroups	1	2.2
Work site visitation and interview of student performance	1	2.2
Bi-monthly meetings with our healthcare sector partnership. Consists of education and employer partners	1	2.2
Employers are involved in regular program oversight meetings	1	2.2
No survey, MSSC curriculum is reviewed every two years reviewed by industry representatives and updates are made based off of the feedback	1	2.2
One to one conversations with contact person	1	2.2
Ongoing pulse of the job market and need	1	2.2
Phone calls and emails	1	2.2
Phone calls; also part of state monitoring	1	2.2
Regular meetings with employers; quarterly advisory board meetings	1	2.2
Reports from program leaders, periodic meetings	1	2.2
Targeted employer engagement	1	2.2

49. Is there a written sustainability plan for the training program once the grant has expired?	Frequency	Percent
Yes	23	21.7
No	23	21.7
A written sustainability plan is currently being developed	57	53.8

50. Have there been discussions about sustaining the program after the grant has expired?	Frequency	Percent
Yes	20	18.9
No	3	2.9

51. When was the sustainability plan developed?	Frequency	Percent
During the planning period immediately following grant award	6	5.7
Later in the first year of the grant	5	4.7
During the second year of the grant	13	12.3

51a. When was the sustainability plan developed? (Other)	Frequency	Percent
Note that sustainability plan(s) were developed for some but not all program sites	1	50
There has always been a sustainability plan to continue training when grant ended	1	50

52. What components of the program will be sustained?	Frequency	Percent
Job Training	88	83
Job Placement	68	64.2
Supportive Services	36	34
Participant Recruitment	55	51.9
None of them	2	1.9

52a. What components of the program will be sustained? (Other)	Frequency	Percent
Advanced training based on the foundation developed in the grant term	1	5.6
Business advisory group and community of practice, infusion of Green Training and E.E. concepts into training curricula; ability through trained instructors to provide "green" courses	1	5.6
Curriculum being developed and expanded and better partnerships among stakeholders is sustainable as well	1	5.6
Educational programs will be incorporated into regular college offerings	1	5.6
Elements of employer involvement and job development strategies will be incorporated into other job development services provided	1	5.6
Entrepreneurial development and assessment	1	5.6
Governor's work group for renewable energy	1	5.6
Integration into current state customized training program	1	5.6
Note that sustainability plan(s) were developed for some but not all sites	1	5.6
Relationships with industry; collaborations among partner; enhanced services for women in trades	1	5.6
Too soon to say	1	5.6
We have no sustainable resources at this time but continue to work on it	1	5.6
We operate other training programs which will continue placement in green jobs	1	5.6
All of these aspects will be sustained through partner organizations and employers, many of which provide these services prior to the grant	1	5.6
Applying this grant to another grant application, building upon the foundation of the Pathways Grant	1	5.6
Career coaching model, assessments, individual career plans	1	5.6
Project implementations, networking, expansion to other departments and employer sites	1	5.6
Work based learning	1	5.6

53. Once ARRA funding has been exhausted, what funding source(s) will sustain the program?	Frequency	Percent
Federal Funding	28	26.4
State of local government funding	47	44.3
Employer Funding	30	28.3
Union Funding	13	12.3
Foundation Funding	9	8.5
There are currently no funding sources to sustain the program once ARRA funding has been exhausted	18	17
Don't know	17	16

53a. Once ARRA funding has been exhausted, what funding source(s) will sustain the program? (Other)	Frequency	Percent
A variety of federal and state funding may be sought	1	4.4
The CPUC is requiring the investor-owned utilities to support the program through 2012	1	4.4
Education benefit fund funding- foundation funding currently being sought, union funding being sought	1	4.4
Funding sources are currently being sought; some state/local funding has been committed, other federal funding has been requested	1	4.4
It is anticipated there will be state/local support for added faculty positions. Support services sustainability plan under development	1	4.4
None has been identified but will actively pursue grant funding from all sources noted above	1	4.4
Not all of the programs may be sustained due to smaller funding allocations	1	4.4
Other grant funding	1	4.4
Participant pay	1	4.4
Scholarships, Student Loans	1	4.4
State of local government funding (normal funds the college receives) and tuition, fees, etc. as required by the college	1	4.4
The extent to which federal, state, and local funding will be available is unclear	1	4.4
The grantee and various project sub-grantees will preserve elements of project activities though different funding streams- mostly federal, state/local, and employer funding	1	4.4
Too soon to say	1	4.4
Training providers will continue training where curriculum has been incorporated into the regular classes; additional funding would assist in developing more programs responsive to this developing sector	1	4.4
Tuition	1	4.4
WIA	1	4.4
We are exploring opportunities to develop social enterprise models for program funding	1	4.4
We are in the process of requesting local foundation funding; some WIA funding may also be available	1	4.4
We are looking to leverage regional onestop services as well as apply for local and federal grants	1	4.4
We hope to develop support from the initial stakeholders (employers, union) and supplement with state and foundation grants	1	4.4
Self-generated revenue	1	4.4
The project will cease it in its current form after ARRA is exhausted, but many aspects of the partnership will continue	1	4.4

55. Please choose the option that best describes the experience of your grant program. The process for the approval of grant expenditures:	Frequency	Percent
Facilitated grant implementation	33	31.1
Impeded grant implementation	33	31.1
Neither facilitated nor impeded grant implementation	36	34

56. Please indicate the type(s) of technical assistance on grant administration provided to you by DOL:	Frequency	Percent
Training workshops	76	71.7
All-grantee conferences	92	86.8
On-site technical assistance	51	48.1
Telephone technical assistance	89	84
Did not receive technical assistance from DOL on grant administration	2	1.9
Don't know	0	0

5. Program Outcomes

57. In addition to the outcome goals/performance requirements outlined in the SGA, were any additional goals established for this grant program?	Frequency	Percent
Yes	22	20.8
No	72	67.9
Don't know	9	8.5

59. Based on the data your grant program collected, in what outcome areas has the grant program been <u>most effective</u> in meeting its goals?	Frequency	Percent
Training completion	100	94.3
Certifications earned	82	77.4
Job placement	31	29.3
Job retention	24	22.6
Participant earnings	22	20.8

60. Based on the data your grant program collected, in what outcome areas has the grant program been <u>least effective</u> in meeting its goals?	Frequency	Percent
Training completion	1	.9
Certifications earned	6	5.7
Job placement	57	53.8
Job retention	27	25.5
Participant earnings	19	17.9
None of the above	12	11.3

61. Does the training help participants get onto a career pathway that allows for future advancement? If the grant program involves multiple training programs, do the majority of the training programs help participants get onto a career pathway that allows for future advancement?	Frequency	Percent
Yes	101	95.3
No	2	1.9

62. Does the training result in industry-recognized certifications or credentials? If the grant program involves multiple training programs, do the majority of the training programs result in industry-recognized certifications or credentials?	Frequency	Percent
Yes	98	92.5
No	5	4.7

63. Does the training result in stackable certifications/credentials? If the grant program involves multiple training programs, do the majority of the training programs result in stackable certifications/credentials?	Frequency	Percent
Yes	82	77.4
No	21	19.8

64. Does the training result in portable certifications/credentials? If the grant program involves multiple training programs, do the majority of the training programs result in portable certifications/credentials?	Frequency	Percent
Yes	94	88.7
No	7	6.6

6. Program Replicability and Lessons Learned

65. Would you agree or disagree with the following statement: The local economic conditions created challenges in achieving program goals.	Frequency	Percent
Strongly Disagree	8	7.6
Disagree	4	3.8
Neither agree nor disagree	9	8.5
Agree	25	23.6
Strongly Agree	56	52.8

66. In which of the following areas has the program faced challenges in implementation?	Frequency	Percent
Grant administration	22	20.8
Participant recruitment	26	24.5
Participant retention in training	25	23.6
Job placement	77	72.6
Strategic partnerships	19	17.9
None	12	11.3
Other	12	11.3

68. Have changes been made to the service delivery model to address these challenges?	Frequency	Percent
Yes	76	71.7
No	15	14.2