

# **Implementation and Sustainability: Emerging Lessons from the Early High Growth Job Training Initiative (HGJTI) Grants**

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FROM THE EARLY HIGH GROWTH JOB TRAINING INITIATIVE  
(HGJTI) GRANTS**

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# Implementation and Sustainability: Emerging Lessons from the Early HGJTI Grants

## Abstract

The President's High Growth Job Training Initiative (HGJTI) is a major national effort to encourage the development of market-driven strategies to address critical workforce challenges as defined by business and industry. As part of the Urban Institute's initial implementation study and evaluability assessment of this program, this report documents the lessons, experiences and sustainability of 20 of the earliest HGJTI grantees as told by the project administrators. The purpose of the report is to summarize the major implementation lessons emerging from the early grantees and document the extent to which projects continue after the end of the grant.

# Implementation and Sustainability: Emerging Lessons from the Early HGJTI Grants

## Highlights

The President's High Growth Job Training Initiative (HGJTI) is a major national grant program to encourage the development of market-driven strategies to address critical workforce challenges as defined by business and industry. Since 2002, over 150 HGJTI grants have been awarded by the U.S. Department of Labor, Employment and Training Administration (DOL/ETA). The grant-funded projects provide a rich source of information about various models and approaches used to meet the workforce needs of high growth and high demand industries.

As part of the Urban Institute's initial implementation study and evaluability assessment, this report documents the experiences of 20 of the earliest HGJTI grantees. The purpose of the report is to summarize the major implementation lessons emerging from the early grantees and document the extent to which projects continue after the end of the grant.

## Implementation Experiences and Lessons

Administrators of 20 early grants were asked to share their lessons, experiences, and efforts at sustaining the projects once the HGJTI funds ended. The discussions revealed insight into four general, interrelated, implementation issues:

### 1. Establishing and maintaining partnerships

*Bringing the right partnerships together is critical to success.* Administrators stressed the importance of having partners who share a similar "vision." Some explained that collegial partnerships are especially critical in grant-funded projects because the time frame is so limited (18 to 24 months), meaning there is little time for extensive negotiations. Others emphasized the importance of having multiple partners from industry and the public sector to best address workforce challenges. Partners providing financial or in-kind contributions have more commitment than those that do not make such contributions because of their "buy-in."

*Successful collaboration requires regular discussions and agreement regarding respective roles and responsibilities of each organization and the specifics of how staff will collaborate and share information.* Having a clear understanding of respective roles and responsibilities, and regularly meeting helps monitor progress and troubleshoot problems. Agreement must be reached on the overall goals of the projects and on realistic expectations about products and outcomes. If training is an objective of the project, there must be consensus about how to recruit participants, assess their suitability, and the amount of time needed for training and, if

trainees are currently working, whether the firm will pay wages while workers are in training.

*The existence of the HGJTI grants helped partnering organizations to better understand the resources and capabilities of other organizations.* Participation in the project planning allowed each partner to learn more about the others, especially if they have not had much prior experience working together. For example, staff in some economic development agencies learned more about the regulations governing Workforce Investment Act (WIA) expenditures or the differences in course prerequisites or admissions policies in various community colleges. Some employers now better understand the potential assistance public agencies can provide to the business sector. Nonetheless, turf issues are likely to arise when several organizations are involved as partners. Some turf issues should be anticipated, since they are a natural issue in interorganizational collaborations. Early anticipation of potential concerns can minimize operational problems.

*Employer partnerships are especially important to ensure that the workforce challenges are accurately defined and the strategies selected meet the current and immediate needs of the sector.* Employers and/or industry groups are critical for accurately defining the workforce challenges and, as many grantees found, in articulating the specific skills required to meet their workforce needs. One important lesson from some grantees is that having project staff with recent industry experience helps improve communication between the training community and the business sector.

*Projects operating across large areas, such as in rural locations, face special issues regarding partnerships.* There are added logistical challenges and costs associated with partnerships across vast geographic areas or in multiple states. Such costs should be anticipated and budgeted for during the planning stage to avoid having to seek new funds later or be forced to eliminate important communication sessions or workshops.

## 2. Project start-up, development, and design

*Effective and timely implementation of projects aimed at addressing critical workforce needs depends greatly on recruiting and retaining staff with the necessary occupation-specific skills.* Programs offering job training for high skilled, high demand occupations require highly trained instructors, up-to-date equipment, knowledge of the latest industry technology, and flexibility to adapt quickly to employer needs.

*Effective training programs should have a strong front-end assessment and recruitment and outreach procedures in place.* Recruiting and retaining participants is a major activity for training programs, influenced by many factors (e.g., economic conditions), some of which are beyond the control of the program. One of the clearest lessons from the early grantees that offered job training is that it is critical to assess potential trainees carefully to make sure they are able to handle the curriculum. In some fields, it was difficult to find enough qualified trainees for the high skilled training. Some programs added pre-training components with refresher courses in basic

mathematics and reading and some incorporated routine tutoring throughout the course for trainees needing extra help with the training assignments.

### 3. Targeting and reaching trainees

*Grantees found that when serving disadvantaged populations and dislocated workers it is important to incorporate supportive services.* Administrators attempting to increase the pipeline of workers in a particular labor market, by targeting youth or the long-term unemployed, noted the particular importance of having supportive services, whether these are provided through grant funds or by leveraging community resources, to address special needs such as child care, transportation assistance, or referral for family services.

*Recruiting and retaining participants is a major activity for training programs, and a particular challenge when targeting on widely varying populations.* Some HGJTI-funded projects targeted entry-level workers, while others sought to recruit incumbent workers, the unemployed, dislocated workers, or individuals with certain characteristics, such as disadvantaged youth, individuals with basic skills deficiencies, veterans, or minorities. Some programs experienced little difficulty in meeting enrollment goals, but several administrators indicated that they struggled to meet recruitment goals because of difficulties in reaching out to and generating interest in the targeted population, difficulties in finding individuals who could meet eligibility criteria with respect to basic reading or math levels, or because the pool of individuals targeted turned out to be relatively small.

*At the time grantees were contacted, most had reached or were close to reaching their capacity-building and training goals.* The grantees used the funds for various activities and strategies, and each had developed their own goals and objectives. The vast majority of administrators said that their goals had not changed over the course of the grant. Grantees were at varying stages of their projects at the time of the interviews, but most had progressed far enough to show some accomplishments in both capacity-building and training activities. Thus, most of the grantees were approaching their capacity-building and training objectives.

### 4. Management and meeting federal grant requirements

*It is important to begin to focus on post-grant sustainability well before grant funds are exhausted.* As with all federal grants programs, a key challenge for the HGJTI grantees is to sustain their efforts after the end of the funding period. With few exceptions, the grantees contacted had devoted considerable attention to sustainability, and those that started early seemed to be having the most success. Several were applying for an additional federal grant, and WIA funding was being made available in some places to continue projects.



*DOL/ETA staff provided various types of technical assistance and guidance to HGJTI grantees, but many needed more federal grants management support.* While most administrators expressed satisfaction with the guidance and support they received, several offered recommendations for future initiatives regarding reporting requirements. Several administrators noted that it is important to train grantees on federal grants management requirements, and that training should be provided as soon as possible after grant award, particularly for grant recipients that have not had federal grants before.

*Grantees found that they needed a longer grant performance period.* Most of the early grantees requested extensions of their period of performance and/or applied for an additional grant to address the workforce and training challenges identified. This allowed grantees more time so they could achieve positive results, which they reported was extremely difficult to accomplish in a short period of time.

### **Sustaining Projects after the End of the Grant Period**

An underlying vision for HGJTI was to provide the funding needed to stimulate innovative training and capacity-building initiatives in high growth sectors of the economy and for the activities and partnerships established under the grants to flourish long after HGJTI grant funds were exhausted. Reflecting the importance DOL/ETA placed on sustaining project activities, organizations applying for the grants were asked to identify matching and leveraged funds in their grant application that would be brought to bear and to spell out initial strategies and approaches for sustaining grants. Because grants were targeted on high growth industry sectors, it was anticipated that there would be strong demand within the employer and educational communities (as well as among some economic development agencies) for the continuation of training projects and capacity-building efforts developed under the grants.

In general, HGJTI grantees have moved aggressively to identify and secure funding while the grants were still underway to maintain and, in some cases, expand the efforts begun under their HGJTI grant. Of the 20 HGJTI grants included in this examination, eight have continued the activities developed under their HGJTI grants in a similar form and scale, while 10 others have continued activities conducted under their HGJTI grants, but in a somewhat modified form or at a smaller or larger scale. Only two had ceased activity begun with grant funds, and both were seeking new resources to support the activities continuously.

The majority of the early HGJTI grantees have garnered additional funds to sustain their programs. At least five of the 20 have received another HGJTI grant, meaning it is not yet possible to know whether the projects will ultimately be sustained after the final HGJTI grant. At least three of the grantees examined have obtained industry association or union funds, or have received approval from their management and governing boards to use some of the organization's own internal funds. At least five of the HGJTI-funded projects were continuing with WIA funds, usually using WIA funds

to leverage and blend other resources (e.g., employer contributions, Individual Training Accounts (ITAs) and Pell Grants for training, college and private investments, state workforce investment discretionary funds, private foundations).

## I. INTRODUCTION

The President's High Growth Job Training Initiative (HGJTI) is a major national effort to encourage market-driven strategic partnerships between the private business sector and relevant public entities. This report is the first of a series that will be released from the National Evaluation of the HGJTI being conducted by the Urban Institute, Johns Hopkins University, and Capital Research Corporation.

### A. Overview of the HGJTI Initiative

The HGJTI initiative's goal is to encourage market-driven, demand-focused partnerships between the private business sector and the public sector, including the workforce investment system, community colleges, and economic development agencies. Since 2002, over 150 HGJTI grants have been awarded by the U.S. Department of Labor, Employment and Training Administration (DOL/ETA) to support the development of industry-driven solutions to meet workforce challenges identified by employers. The grantee efforts provide a rich source of information about various models and approaches that can be used to meet a key national goal of expanding the skilled workforce needed by high growth and high demand economic sectors. Grantees have used the funds to implement various capacity-building strategies, such as developing new curricula and materials for training workers for high demand occupations, increasing the number of appropriately qualified instructors, using new communication technology (e.g., web-based learning) to improve knowledge about industry and occupational demand, and operating occupation-specific job training projects. As of December 2006, most of the grants were still active, and new rounds of grants are being awarded. Some of the earliest grants have ended, usually after about two years.

### B. The HGJTI Evaluation: Status and Future Components

The Urban Institute, with its partners Johns Hopkins University and Capital Research Corporation, are conducting a multi-component study of HGJTI, which involves an evaluability assessment for future experimental evaluations, implementation analysis, and early analysis of outcomes and impacts of job training projects in selected grantees. This report, the first in this study, provides an examination of 20 HGJTI grants awarded in the earliest rounds of funding. The purpose of the report is to summarize the major implementation lessons emerging from the early grantees and document the extent to which projects and activities initiated with the grant funds are being sustained after the grants ended. The information presented in this report is based on semi-structured telephone discussions conducted in the fall of 2006 with administrators of these early grants.

A brief overview of selected characteristics of these early grantees is presented first (Section II), followed by a discussion of their self-reported key implementation lessons (Section III) and their efforts to sustain activities initiated under the grant after the completion of the grant period (Section IV). Short profiles of the 20 grants appear in Appendix A and key accomplishments are detailed in Appendix B.

As mentioned, the evaluation of the HGJTI has several components, which include: 1) an implementation analysis; 2) an analysis of early outcomes and impacts of training in six grant programs; and 3) an evaluability assessment of the HGJTI to determine the feasibility of further evaluation using experimental designs. Each of these study components will inform the other to understand not only the early outcomes of these training efforts but also the context in which these grants operate. The analysis conducted during the implementation and impact analysis components will contribute to the evaluability assessment by examining project models and operations, participant characteristics, management information and financial reporting systems, and the feasibility of identifying appropriate control groups in a future experimental design evaluation. From this information, the feasibility of further evaluation of impacts, costs and benefits, and performance and results will be determined, and future evaluations options for DOL/ETA to consider will be presented.

Subsequent reports from this overall study of HGJTI are: (1) a report on the structure and implementation of selected HGJTI projects, including an evaluability assessment; and (2) a report on the early outcomes of job training on participants in selected grantee projects.

## II. KEY CHARACTERISTICS OF EARLY GRANTEES

The HGJTI grants are focused on industry sectors that are expected to experience substantial growth in the coming years and require new skills or higher skilled workers. The number and type of sectors targeted has expanded over time to include advanced manufacturing, aerospace, automotive, biotechnology, construction, energy, financial services, geospatial technology, health care, hospitality, information technology, retail, and transportation.

The purpose of the grants was to energize the development of solutions to workforce challenges identified by businesses and industries. For example, challenges may relate to not having enough workers with new technological skills, not having enough instructors in a specific field, or limited public knowledge about particular occupations, which may hinder recruiting potentially interested future workers. In addition to representing different sectors and addressing different challenges, the grantees are very diverse in several other key dimensions, including the substantive focus of their initiative, target populations, geographic service area, and organizational structure and business partnerships. The following provides details of these dimensions:

- **Substantive focus—capacity-building and/or job training.** Some projects primarily emphasize capacity-building activities, meaning strategies to improve the quality and quantity of workforce training and education to meet the growing skill needs of business and industry. Thus, capacity-building includes a range of approaches including developing and designing new demand-driven training and education curricula and materials; establishing new partnerships and networks among businesses, public systems, training educators and deliverers of training; using new communication mechanisms including the Internet to deliver information and training; and expanding the number and quality of training programs for the targeted sectors. Other grantees are also involved in direct job training in addition to capacity-building. Some grantees are targeting incumbent workers of specific businesses to improve their skills or allow them to advance in their careers. Other grantees are training dislocated or unemployed workers or youth, providing them with specific skills or certifications developed in conjunction with employers and industry groups. Some training involves a combination of classroom skills-based instruction along with apprenticeships and internships developed with employers.
- **Geographic targeting—limited or expansive.** Some grantees have targeted one or a few geographic areas within one state, while others operate across states or regions. A few grantees are national in scope, with state or local affiliates in multiple states.
- **Organizational structure and partnerships.** Many grantees are community colleges that have partnered with economic development organizations,

industries, or workforce development agencies; others are nonprofit organizations, other post-secondary institutions, private training providers, or workforce boards.

Similar to the entire universe of HGJTI grantees, the early implementers are diverse along the same dimensions noted above. Thirteen of the grantees used their funds for both capacity-building (including curriculum development and instructor training) and direct job training and seven grantees were primarily focused on capacity-building. Of those that provided job training, the average number of individuals trained ranged from 300 to 500 over the course of the grant period but this varied by grantee. For example, one grantee trained over 3,000 persons and one enrolled 17 students into the first year of a new college program developed with grant funds.

The distribution of early grantees by industry is as follows:

Advance manufacturing	4
Health care	4
Biotechnology	2
Automotive	2
Aerospace	2
Energy	2
Construction	1
Geospatial	1
Retail	1
Cross-sector	1
Total grantees contacted	20

The early grantees also represent a range of organizations:

Business/industry organizations	6
Post-secondary education institutions	5
Workforce development services providers	3
Local workforce agencies/boards	2
Economic development corporation	1
State agency	1
Labor union	1
Vocational technical school	1
Total grantees contacted	20

Exhibit 1 summarizes these and other selected characteristics of the 20 early grantees included in this mini-assessment. Awarded in the earliest rounds of funding (2002-2004), all but two of the grants ended in June 2006. Administrators were contacted to obtain information about their experiences during the grant period. More detail on these grants can be found in Appendix A, which includes narrative profiles of each project.

**EXHIBIT 1: KEY CHARACTERISTICS OF SELECT EARLY HGJTI GRANTEES**

HGJTI Grantee	Sector Targeted	Type of Grantee	Type of Grant		Service Area		Funding Source		Population Targeted	Start Date	End Date
			Training	Capacity-Building	# of States	Location(s)	HGJTI Grant	Matched/Leveraged Funding			
Alameda County Workforce Investment Board	Biotechnology	WIB	Yes	Yes	1	Bay Area, CA	\$2,000,000	\$665,000	Entry-level and dislocated workers	Jun-04	Jun-06
The American College of the Building Arts (ACBA)	Construction	Post-secondary education institution	Yes	Yes	1	Charleston, SC (at ACBA campus)	\$2,750,000	\$10,556,000	Broadly targeted on individuals with strong interest in entering artisan trades	Jun-04	Aug-06
Automotive Retailing Today (ART)	Automotive	Industry/business org.	No	Yes	Nationwide	Based in Falls Church, VA	\$150,000	\$323,070	Veterans, career-changers, students, parents, educators	Dec-04	Feb-06
Automotive Youth Education System (AYES)	Automotive	Industry/business org.	No	Yes	Nationwide	Leesburg, VA; Detroit, MI	\$600,000	\$1,050,000	Secondary students in AYES affiliated training programs	Nov-02	Nov-04
Brevard Community College (BCC)	Aerospace	Post-secondary education institution	No	Yes	1	Florida-primarily Cape Canaveral	\$98,560	\$120,000	Secondary students	Dec-04	Jun-06

HGJTI Grantee	Sector Targeted	Type of Grantee	Type of Grant		# of States	Service Area		Funding Source		Population Targeted	Start Date	End Date
			Training	Capacity-Building		Location(s)	HGJTI Grant	Matched/Leveraged Funding				
Community Learning Center (CLC)	Aerospace	Workforce development services provider	Yes	Yes	1	Northwest TX, including Dallas-Fort Worth	\$1,168,000	\$426,944	Incumbents in aerospace industry, dislocated workers in aerospace assembly	Sep-03	Jun-06	
Delaware Valley Industrial Resource Center (DVIRC)	Advanced Manufacturing	Economic development corp.	No	Yes	1	Primarily Southeast PA	\$3,000,000	\$2,350,000	Secondary and post-secondary level students	Jun-04	Jun-07	
Downriver Community Conference (DCC)	Advanced Manufacturing	Workforce development services provider	Yes	Yes	1	Flat Rock, MI (auto assembly plant)	\$5,000,000	\$25,000,000	Workers employed at the Auto Alliance International assembly plant	Jun-04	Jun-06	
Forsyth Technical Community College	Biotechnology	Post-secondary education institution	Yes	Yes	1	Piedmont Region, NC	\$754,146	\$150,828	Dislocated workers from tobacco, furniture, and textile industries	Jun-03	Dec-05	
Geospatial Information and Technology Association (GITA)	Geospatial	Industry/business org.	No	Yes	Nationwide	Nationwide – pilot-testing Denver, CO	\$695,362	\$670,927	General worker population	Jul-05	Dec-06	



HGJTI Grantee	Sector Targeted	Type of Grantee	Type of Grant		# of States	Service Area		Funding Source		Population Targeted	Start Date	End Date
			Training	Capacity-Building		Location(s)	HGJTI Grant	Matched/Leveraged Funding				
High Plains Technology Center	Energy	Vocational-Technical School	Yes	Yes	3	OK, KS, and TX	\$1,546,463	\$528,683	New and incumbent workers	Jun-03	Mar-06	
Management and Training Corporation (MTC)	Health Care	Workforce development services provider	Yes	Yes	3	Chicago, IL; Drum, PA, and Cincinnati, OH (at Job Corps Centers)	\$1,499,686	\$54,350	Low-income, out-of-school, unemployed youth (ages 16-24) enrolled in Job Corps	Jun-04	Jun-06	
National Center for Integrated Systems Technology (NCIST)	Advanced Manufacturing	Post-secondary education institution	Yes	Yes	2	Cleveland, Shelby, Toledo, and Dayton, OH; and Chicago, Elgin, Palos Hills, and Rockford, IL	\$9,461,606	\$16,830,867	Principally focused on dislocated workers	Jun-02	Dec-05	
National Institute of Metalworking Skills (NIMS)	Advanced Manufacturing	Industry/business org.	No	Yes	Nationwide	Based in Fairfax, VA	\$1,956,700	\$1,720,000	Entry-level and incumbent workers	Jul-03	Jun-06	
National Retail Federation Foundation (NRFF)	Retail	Industry/business org.	Yes	Yes	20	Based in Washington, DC	\$5,065,000 (two HGJTI grants)	\$3,500,000	Entry-level and incumbent workers	Mar-03	Jun-06	
Oregon Department of Community Colleges and Workforce Development	Healthcare	State agency	Yes	Yes	1	Seven regional consortia spread throughout Oregon	\$300,000	\$450,000	Train-the-trainer workshops aimed at community college instructors	Jun-04	May-06	

HGJTI Grantee	Sector Targeted	Type of Grantee	Type of Grant		Service Area		Funding Source		Population Targeted	Start Date	End Date
			Training	Capacity-Building	# of States	Location(s)	HGJTI Grant	Matched/Leveraged Funding			
RISEbusiness	Cross-Sector	Industry/business org.	No	Yes	Nationwide	Based in Reston, VA	\$150,000	None	Small businesses	Jun-02	Sep-03
San Juan College	Energy	Post-secondary education institution	Yes	Yes	4	Recruitment (NM, CO, AZ, UT), Training (Farmington, NM)	\$2,113,127	\$2,500,000	Low-income, out-of-school, unemployed youth (ages 16-24) enrolled in Job Corps	Feb-03	Oct-05
SEIU United Healthcare Workers East (1199 SEIU)	Healthcare	Union	Yes	Yes	1	Four sites in NY: Syracuse, Westchester, White Plains, and the Bronx	\$192,500	\$46,000	Union members working in long-term and acute care	Jun-04	Nov-06 (one-year extension)
Tacoma/Pierce County Employment and Training Consortium	Healthcare	WIB	Yes	Yes	1	Pierce County, WA	\$762,659	\$744,039	Racial minorities, immigrants, men, high school students	May-04	Oct-05

### III. IMPLEMENTATION EXPERIENCES AND LESSONS

Implementing any new project involves extensive planning to develop an operational system. The planning and start-up process can be particularly intricate when program objectives are complex, multiple partners are involved, or the organization is embarking on a new endeavor. Some of the grantees used the HGJTI funds to expand or improve upon prior projects or develop new curricula, and some had previous experience with federal grants. However, many grantees started up entirely new initiatives, meaning they had to devote considerable effort to establishing new partnerships, developing materials, hiring instructors or other staff, and instituting management systems to comply with federal grant reporting requirements. The lessons from both types of grantees—those embarking on new directions as well as those with prior experience—provide important insights into how federal grant programs are used to meet the HGJTI’s broadly-stated purposes. Their experiences also provide useful information about the various models or approaches taken to meet workforce challenges, both those designed to expand capacity to meet the growing skill needs of industry and those actually conducting job training.

Grant administrators were asked to share their thoughts about key lessons learned in the course of implementing their grant projects and to provide some suggestions about critical ingredients for future successful replication of similar initiatives to build capacity for meeting the needs of high growth industries. These discussions provide insight into four general implementation issues, and also about project sustainability, which is discussed separately in Section IV. While somewhat related, the four implementation areas discussed focused on:

- Establishing and maintaining partnerships
- Project start-up, development, and design
- Targeting and reaching trainees
- Management and meeting federal grant requirements

Following are brief discussions of the implementation issues from the perspective of the grant administrators, including challenges encountered and how challenges or issues were addressed.

#### A. Establishing and Maintaining Partnerships

A major feature of the HGJTI is that the grantees were asked to actively engage in public/private partnerships to develop innovative strategies for addressing critical workforce demands in growth industries, as identified by businesses. At a minimum, partnerships were to include representatives of the business sector or a business/industry organization in some critical way. For example, a business or industry organization might serve as the grantee, or as the key partner in defining the major workforce challenges in a particular sector, selecting demand occupations on which to focus, deciding appropriate strategies to address the challenges, articulating skills standards and requirements of targeted occupations, or reviewing

curriculum material. Other obvious partners include agencies and service providers in the workforce investment system, such as local workforce investment boards (WIBs), economic development agencies, One-Stop Career Centers, community colleges, or other training and education institutions.

Since partnerships are a core aspect of the HGJTI vision, all early grantees discussed issues related to establishing effective partnerships, identifying appropriate roles for partners, and maintaining cooperative partnerships over the course of the grant period.

*Bringing the right partnerships together is critical to success.* A major task for grantees was to bring together the right blend of partners. In many cases the partnerships formed involved close collaboration among several of the following: (1) the local workforce investment system (usually the One-Stop Career Center and local WIB); (2) educational system (often the local community college system); (3) employers within the specific industry targeted; and (4) local or regional economic development agencies. Grant administrators stressed the importance of partners sharing a similar vision, providing buy-in in the form of financial or in-kind contributions, having a clear understanding of respective roles and responsibilities, and regularly getting together to monitor progress and troubleshoot problems.

*Successful collaboration requires regular discussions and agreement regarding respective roles and responsibilities of each organization and the specifics of how staff will collaborate and share information.* For example, if the role of a partnering organization is to assist with recruitment and assessment of candidates for a HGJTI training program, the staff involved in such recruitment efforts will have to be well-versed in the types of subpopulations targeted, types of recruitment methods to be employed, types of services that will be made available, and procedures and tests to be employed in assessing potential program participants. Staff may also need to be outstationed on a part- or full-time basis to another partnering organization's office, which adds potential complexity and costs to such arrangements but generally deepens linkages and communication between partners.

*HGJTI grants helped partnering organizations to better understand the resources and capabilities of other partnering organizations.* Several administrators in organizations that had not collaborated in the past with the workforce investment system noted that as a result of their HGJTI grant, they had learned a lot about how the workforce investment system operates, its capacity, and how to better connect with that system. According to the administrators, the HGJTI experience helped them understand how to collaborate with the WIBs and community colleges to promote careers within high growth industry sectors and prepare workers effectively for jobs in rapidly emerging sectors. For example, the National Retail Federation (NRF), which developed Retail Skills Centers that were often located in One-Stop Career Centers, felt that their project implemented with grant funds provided employers an opportunity to view partnerships with government agencies differently and more positively than in the past because they learned more about the types of resources that were available to businesses and the various assistance the workforce investment could provide to employers.

*Employer partnerships are especially important to ensure that the workforce challenges are accurately defined and the strategies selected meet the current and immediate needs of the sector.* Employer and industry involvement is critical for job training projects and capacity-building projects. Direct input from employers on curriculum, teaching methods, and equipment helps to ensure that instruction is relevant and attuned to specific industry applications and the latest adoption of new production processes. Employer involvement can also help to fine-tune knowledge about numbers and types of workers needed within occupational sub-specialties so there is a good match between supply of skilled workers and demand (e.g., to ensure that those trained are absorbed within the local/regional employers). Such employer engagement can begin with inclusion of employer input in writing of grant proposals, inclusion of employers on advisory oversight boards, hiring of faculty/project staff who have recently worked in the industry sector, and by obtaining direct input from employers on curriculum and purchase of equipment/tools. Grant administrators stressed that, particularly within high growth sectors, the pace of change and innovation can be very fast, and the training offered needs to keep up with changes.

For example, many grant administrators, including the NRF and Automotive Retailing Today (ART), stressed the importance of securing “buy-in” from and fully involving industry employers to ensure successful project implementation. ART staff noted that input from their industry partners pointed out the inaccuracy in a publication illustration that depicts an auto service technician “dressed as a plumber, wearing suspenders” when, in reality, this is not the case. The High Plains Technology Center staff stressed the importance of responding to articulated industry needs in developing training programs that help fill employers’ job vacancies. Having strong business links and an up-to-date knowledge of developments in the targeted industry sector (e.g., understand and speak “the language of the business”) also helps engage employers in terms of providing apprenticeship/internship opportunities to trainees.

*Turf issues are likely to arise when several organizations are involved as partners.* One of the fundamental goals of the HGJTI is to spur the formation of meaningful and long-term partnerships between the workforce investment system, local community colleges and other training institutions, economic development agencies, and a range of other organizations within a locality or region. The project descriptions included in Appendix A attest to the proliferation of partnering arrangements that have resulted from the HGJTI initiatives.

Grant administrators stressed that partnerships have helped to strengthen their projects by, for example, leveraging additional resources, expanding the range of training and other services that can be delivered to participants and employers, and helping to assure sustainability after HGJTI grant resources have been expended. At the same time, grantees indicated that there were some costs to collaboration. Though indicating that they were mostly successful in engaging the partners they were interested in collaborating with on their grants, grant administrators cited a number of challenges to coordination and ongoing costs to such partnerships.

A common set of problems that afflict collaborative arrangements relate to “turf” issues. For example, one challenge mentioned by administrators involved having to overcome turf issues among the various educational partners, such as community colleges, universities,

and industry training institutions that were accustomed to operating fairly independently. In projects that involved multiple colleges, there were issues regarding schedules, enrollment procedures, and testing. There were also some reported turf issues among businesses in particular sectors (e.g., between hospitals and other health care systems) that had to be resolved before the projects could be implemented. Examples of the business turf issues included concerns about sharing information that was considered proprietary and could impact what these companies viewed as their competitive advantage.

According to grant administrators, the key to avoiding and resolving turf issues is to establish regular communication mechanisms and channels in which all partners participate. Such communication can be time-consuming and often difficult to maintain over lengthy periods of time, but to the extent that partners become more familiar with each other's concerns and areas of interest, turf issues can be minimized.

*Projects operating across large areas, such as in rural locations, face special issues regarding partnerships.* Under HGJTI, grantees were encouraged to bring together partners and initiate grant activities that aligned a geographic service area with industry needs. While some grantees limited project activities to a single local labor market area, there were many regional efforts, including some that occurred across state boundaries and some that targeted wide geographic (usually rural) areas.

It can be difficult and costly to bring together partnering organizations when they stretch across several states or where certain partners (e.g., businesses) are located in remote, rural areas. Multi-site initiatives can experience quite different implementation challenges when operating in urban versus rural areas. For example, with regard to training initiatives, there can be problems of scale and availability of training facilities in sparsely populated rural areas. One grantee, the Oregon Department of Community Colleges and Workforce Development, uses patient simulators to provide nursing instruction in seven mostly rural locations around the state where it is difficult for nursing students to practice procedures on live patients at larger medical facilities. Accessing state-of-the-art training in their own community helped reduce the likelihood that nurses would leave their local areas to undertake training, and then, once training was completed, not return to the local area where they are needed.

## **B. Project Start-up, Development, and Design**

The early implementation phase in any new project requires careful attention to details about program design, staff development, and other operational details. Organizations learn as they implement, modifying systems and procedures based on their experiences, and continuously improving operations, refining interagency agreements and management systems. Nearly all of the 20 HGJTI grantees reported experiencing some type of implementation challenge, ranging from difficulties in recruiting training participants, to having to address turf issues or different rules and regulations among partners. The experiences and strategies used to address implementation issues provide important lessons.

*Effective and timely implementation of projects aimed at addressing critical workforce needs depend, to a considerable extent, on recruiting and retaining staff with the necessary occupation-specific skills.* Several grant administrators noted that one of the most critical factors in their implementation related to the need to rapidly recruit and assemble staff with the requisite blend of experience and industry expertise needed to launch their initiatives in a timely and effective manner. For example, the American College of the Building Arts found it very challenging to recruit faculty with experience and knowledge of specific artisan trades. Since the pool of qualified post-secondary teachers in the artisan trades (such as architectural metal, architectural stone, masonry, and timber framing) from which to recruit in the United States is so small, the grantee had to look to other countries for qualified candidates. The provisions of the grant, however, did not allow for international travel to recruit faculty, so the school used other grant sources to fund trips abroad to recruit faculty. While this extra cost had not been anticipated in developing the grant proposal, the need to broaden the instructor recruitment pool became evident very quickly and special effort was made to identify funding to allow searching for the talent required.

Another grantee, the High Plains Technology Center, had difficulty recruiting trainers who had the required up-to-date hands-on experience in the high-demand and high skilled oil and gas industry occupations. Qualified individuals could earn significantly more in the private business sector than the Center could pay them as trainers, and many who were already employed in the industry were reluctant to take such a dramatic pay cut. The Center tried to overcome this challenge by encouraging potential trainers to accept these positions by emphasizing the more desirable working conditions of instructors (compared to working in the fields) as well as attempting to recruit recent retirees from the oil and gas industry.

Continuity of staff is also important for successful implementation of training and capacity-building activities such as those mounted under HGJTI. Low rates of staff attrition are particularly important in grant-funded programs because of the relatively short period over which activities must be completed. It can take several months to recruit replacement staff and even longer before they gain the on-the-job experience needed to be effective in their new positions. It can also be difficult to retain staff in the later stages of a grant's period, particularly if other funding sources are not secured to sustain existing staff.

Addressing staff retention and attrition was an ongoing management issue for a number of grants. Several grant administrators noted that the short duration of the grant funding makes it extremely difficult to retain highly skilled staff who are likely to be in demand in the labor market. A few grant administrators discussed issues regarding staff retention, and noted that it is important to be vigilant in this area, acknowledge the risk, and attempt to retain key staff by providing opportunities for personal development and satisfaction, but also cross-train staff to the extent possible to insure against loss of critical expertise. As described in box 3.1, staff turnover can be particularly problematic when it affects leadership positions.

Having faculty or staff with industry-specific experience can be an important factor in establishing strong partnerships with industry partners (particularly within rapidly changing sectors such as biotechnology, geospatial, and advanced manufacturing). For example, the High Plains Technology Center made a point of trying to hire instructors that had significant direct, hands-on experience in specific oil and gas occupations. Having experienced



instructors helped ensure that the program sought out contributions of the most up-to-date drilling and production equipment from industry employers that could be used by students in the training.

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**Box 3.1.**  
**Management & Training Corporation (MTC)**

MTC experienced difficulties with continuity of staffing for the coordinator position in two of the three Job Corps Centers involved in the project. This was a key position in the initiative, as these coordinators were instrumental to assessing Job Corps participants' appropriateness for the initiative and for ongoing monitoring of their progress in the program. In addition, two of the coordinators hired initially lacked knowledge of the Job Corps program, which limited their effectiveness.

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*Effective training programs should have a strong front-end assessment process in place.* Since the training curriculum for occupations in high growth occupations often requires strong analytical skills and may be demanding, it is important to recruit individuals who are able to handle the coursework. Several grant administrators noted that they learned from experience that one significant challenge is appropriately identifying trainees who have the ability to do the work required in the curriculum. In Alameda and San Mateo Counties, the One-Stop Career Center staff who referred individuals to training typically had to meet with 100 potential candidates in order to identify 20-25 who were qualified for the high-level customized training offered through their HGJTI initiative. Similarly, staff from the Community Learning Center noted difficulties in meeting enrollment goals for their Structural Aircraft Assembly Training Program because 44 percent of the applicants interested did not meet the eligibility criteria of scoring at the 8th grade level or above on the Test of Adult Basic Education (TABE). Several grant administrators discussed the importance of getting the right candidates into the program, and their ongoing concerns about not reaching their planned targeted enrollment, completion, or entered employment goals. Some grant administrators noted that they continuously track this issue, and adjust their plans to meet reality.

*Training for high skilled, high demand occupations requires highly trained instructors, up-to-date equipment, and flexibility.* The training provided under HGJTI grants is, for the most part, cutting edge and in industry sectors—such as the advanced manufacturing, aerospace, automotive, biotechnology, and geospatial sectors—that has, in recent years, experienced rapid infusion of new technologies and production processes. To prepare workers for emerging technologies and production processes, instructors must be well-versed in the use of the latest technologies, state-of-the-art equipment and new production methods. Many grant administrators looked to community colleges to provide job training, but in some localities, grant administrators found that community colleges sometimes lack the flexibility and expertise to provide the highly technical training required to quickly meet industry needs. For example, one grant administrator explained that the local community colleges lacked the state-of-the-art equipment and instructors knowledgeable about cutting-edge production processes required to train workers for advanced manufacturing jobs at a new automotive assembly facility. The administrator sought trainers from employees of manufacturers that had fitted the new plant, recognizing that they had immediate hands-on



experience on the equipment (and in some instances simulators) at the plant. This approach had the added advantage that workers did not have to be transported to college campuses or other training facilities to be trained, since the training was offered at the plant.

Another problem encountered by some grantees with existing post-secondary educational institutions was the lack of flexibility in the course schedules, number of slots, or the available course offerings for a particular semester or term. For example, one grant administrator noted that the academic calendar at partnering community colleges had specific start and end dates for courses and it was not always easy to fit participants into these rigid time slots in which training was offered, particularly when the HGJTI grant period was relatively short (e.g., two years) and new recruits were coming into the program throughout the year. Some colleges operate on a more measured pace, coinciding with terms, compared to what is often desired by the employer community (e.g., minimize the amount of time away from productive work). Grantees interested in meeting goals for successful training completion and job placement under a tight grant period of performance must balance these two somewhat different perspectives about the amount of time a training course should take.

### C. Targeting and Reaching Trainees

*Grantees found that when serving disadvantaged populations or dislocated workers, it is important to incorporate supportive services.* To be successful in training and subsequent job search, participants in this project needed quite a bit of “hand holding,” help with job readiness skills, and a range of supportive services tailored to individual needs. Administrators attempting to increase the pipeline of workers in a particular labor market, by targeting youth or the long-term unemployed, noted the particular importance of having supportive services, whether these are provided through grant funds or by leveraging community resources, to address special needs such as child care, transportation assistance, or referral for family services.

*Recruiting and retaining participants is a major activity for training programs, influenced by many factors, some of which (e.g., economic conditions) are beyond the control of the program.* Training programs implemented by HGJTI grantees are targeted on widely varying populations. For example, some projects target entry-level workers, while others seek to recruit incumbent workers, unemployed or dislocated workers, or individuals with certain characteristics, such as disadvantaged youth, individuals with basic skills deficiencies, veterans, or minorities. Others targeted individuals who had indicated or demonstrated interest and potential for entry into a particular occupation or industry sector.

Some programs experienced little difficulty in meeting enrollment goals and were able to recruit the types of individuals they originally targeted in sufficient numbers. However several grant administrators indicated that they struggled to meet recruitment goals because of difficulties in reaching out to and generating interest in the targeted population, difficulties in finding individuals who could meet eligibility criteria with respect to basic reading or math levels, or because the pool of individuals targeted turned out to be relatively small. Several grantees experienced changes in environmental conditions (especially economic circumstances) that altered the size of the targeted population during the grant period. Other grantees experienced attrition of program participants once they were involved in training

activities. Attrition from training programs stemmed from a variety of factors, including lack of screening during the recruitment process, disinterest on the part of individuals once enrolled in training, insufficient basic or foundational skills to be able to effectively master the training curriculum being delivered, and other intervening personal factors (e.g., illness, family circumstances, moving to other locales).

Grant administrators noted the importance of careful early assessment to determine each candidate's capabilities and appropriateness for advanced training, as well as inherent interests in pursuing a career in the particular occupation for which training is being provided. For example, in part because of the need to move individuals into training quickly, the Management and Training Corporation (MTC) noted that that they were not as highly selective initially as experience would later prove they should have been. Although selection criteria were established early on requiring a specific threshold for TABE scores and a high school diploma or General Education Diploma (GED), once involved in training some participants were found to lack the higher level academic skills necessary to be successful within a community college environment. Over time, this grantee introduced more rigorous screening criteria and determined it was critical to better prepare participants academically before entry into training at the community college level.

*Most grantees reached or were close to reaching many of their capacity-building and training goals.* The grantees used the funds for various activities and strategies, and each had developed their own goals and objectives, as shown in Appendix B. The vast majority of grant administrators said that their goals had not changed over the course of the grant. They also discussed what they consider to be their major accomplishments and provided some information about activities and outcomes to date.

Grantees were at varying stages of their projects at the time of the follow-up contact for this report, but most had progressed far enough to show some accomplishments. Most administrators explained that they had been able to reach key capacity-building milestones such as setting up their programs, creating information clearinghouses, hiring instructors, developing curricula, creating websites, and establishing cooperatives. Some grantees faced important challenges to achieving these milestones but they generally were able to overcome them. Training and entered employment outcomes are more quantitative in nature than capacity-building goals, and 11 of the 13 grantees that provided training reached or were nearing their projected enrollment levels and training numbers. Thus, most of the grantees were approaching their capacity-building and training objectives.

#### **D. Project Management and Meeting Federal Requirements**

Any project, particularly those providing direct services such as job training, must have management procedures and systems in place to track activities, tasks, spending, participants, and outcomes. When federal funding is involved, the relevant agency also has specific requirements for reporting fiscal and management information. The HGJTI grant applications, thus, described the projects and activities that would be undertaken with the grant funds, a schedule for completing activities, and a set of outcomes or objectives the grantee expects to achieve. As with all DOL/ETA grants, grantees are required to submit quarterly reports on progress, activities, and expenditures.

HGJTI grants were awarded to a range of applicants, some of whom had extensive prior experience with the federal grants mechanism, but for many this was the first time they had received federal grants. Discussions with grant administrators revealed a number of lessons related to management in general and to efforts related to sustaining the projects permanently.

*It is important to begin to focus on post-grant sustainability before grant funds are exhausted.* Bringing together matching and leveraged funds in some cases helped to push grantees in the direction of forming local or regional consortia, which over time helped to expand the numbers of organizations striving to bring together future funding to sustain activities and projects established under HGJTI funding. In addition, because DOL/ETA made “sustainability” a condition for grant award, many grantees focused energies throughout the grant period (and especially as grants wound down) on searching out and applying for additional sources of ongoing funding (such as support through federal/state grants; contributions from employers; use of Pell Grants; WIA funding; scholarships to cover education costs for students; and foundation funding).

*DOL/ETA staff provided valuable guidance and support to HGJTI grantees during the implementation period, but several noted that they needed more management-focused technical assistance sooner.* A number of the grantees praised the responsiveness and the quality of the feedback from the DOL/ETA federal project officers. Two grantees, ART and NRF, described their collaboration with the DOL/ETA webmaster to post information on automotive and retail careers, respectively, on the Career Voyages website, thus ensuring a wider audience for information developed in their projects. National Institute for Metalworking Skills (NIMS) staff worked with staff in DOL/ETA’s Office of Apprenticeship to implement new apprenticeship programs for the metalworking industry developed with HGJTI grant funds, and reported that they received “great assistance” from DOL/ETA throughout the project. Nonetheless, several grantees that had little or no prior experience with federal grants, indicated that they needed more direction and assistance than they received, as noted below.

Some grantees had no prior organizational experience in managing a large federal grant and found that it was much more complicated than anticipated to administer the grant to meet federal government requirements. In addition, because of the importance of the HGJTI grants, administrators and staff indicated that they had to move forward with implementation despite their lack of knowledge on how to manage the grant. Some indicated that they were confused about requirements, made mistakes early on, and in some instances had to bring aboard new staff with prior federal grants management experience to sort out difficulties and make sure they were in compliance with grant requirements (see box 3.2).

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**Box 3.2.**  
**American College of the Building Arts (ACBA)**

Before receiving the grant, the college did not have in-house staff with federal grants management experience. Over time, the grantee made personnel changes to bring on staff with prior experience in grants management and also instituted new procedures to improve the grants management process.

While a conference sponsored by DOL/ETA on federal grants management provided useful information, the conference was held after the first group of grantees had received their grants and staff that attended did not always have the background and expertise needed to fully grasp and operationalize what they learned at the conference. One grant administrator, for example, noted that his grant had been awarded in June 2004, but it was not until January 2005 that staff attended training on grants management. By then, the grantee had many questions about grants management and had already made some mistakes in administering its grant. In addition, this grant administrator noted that the training at the grant management workshops seemed to be mostly geared to organizations that had had prior experience in federal grants management. It was recommended that at least some sessions should be geared to those with little or no knowledge of federal grants management.

*Addressing workforce and training challenges requires a fairly long period of time, and attempting to achieve positive results in a short time period is extremely difficult.* Most grantees worked under the constraints of completing their grants within about a two-year period. Several grant administrators indicated that the two-year grant period was too tight in terms of initiating their grants, recruiting staff and participants, providing training and/or developing capacity-building tools, tracking participants for a reasonable period after training completion, and making a concerted effort to secure new resources to sustain projects once grant funds had been exhausted. As evidenced by the fact that a considerable number of the grantees contacted requested and received extensions to their grant periods of performance, the original grant periods were short considering the ambitions of the grant and the tasks to be performed. For example, Geospatial Information & Technology Association (see box 3.3) attempted to schedule all project activities into a 12-month period, but found that an extension of six additional months was needed to complete all of the tasks that had been originally agreed to under the grant.

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**Box 3.3.**  
**Geospatial Information & Technology Association (GITA)**

The one-year schedule for the project was very tight. GITA had to move rapidly to conduct all task activities within this period. The short duration and timing of the grant was not ideal from the standpoint of the academic calendar (particularly with respect to developing and pilot-testing the Geospatial Industry Workforce Information System (GIWIS) during the academic calendar). The grantee applied for and received a six-month extension to increase time available for pilot-testing the GIWIS system in the Denver area, working on obtaining new sources of funding to sustain the effort in the future, and completing the final report.

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MTC representatives, another of the early grantees contacted, similarly explained that its biggest challenge had been trying to fit grant activities (and training of students) into the two-year timeframe of the grant. Originally, MTC had requested a three-year grant period, but the grant period was limited to two years. This shorter grant period was challenging given the time needed to hire coordinators at the three participating Job Corps centers, and recruit and prepare students for entry in health professions training at local community colleges. The short grant period also did not allow for students to complete the necessary coursework at the

partnering community college (which could take several terms), and for the grantee to assist participants, with the help of the local One-Stop Career Center, with securing a job and then tracking job retention for a period of six months.

*Some implementation challenges are related to the grant funding mechanism.*

Nearly all grant administrators contacted acknowledged the importance of the HGJTI grant in helping them develop new strategies to deal with the skills and workforce demands in their labor market or industry. Grant administrators also generally appreciated the flexibility and discretion they had to design programs to meet their special circumstances and defined workforce challenges. However, as has been true with other federal grants programs from various departments, several grant administrators explained that although the federal grant provides certain flexibilities, there are other factors that affect project implementation. Many of the challenges result from the desire to encourage innovation (a major benefit of the grant mechanism), but also meeting the technical assistance needs of grantees who may have little prior experience with the grants approach. Factors include grantee discomfort due to lack of clear guidance of program policies and rules, difficulty with the federal reporting requirements, and inadequate funding levels. Each of the factors, from the perspective of grant administrators contacted, is briefly elaborated upon below.

- **Limited Guidance on Program Policies/Rules.** Several grantees noted that even though DOL/ETA had assigned program industry leads to provide guidance, troubleshoot problems, and track grantee progress, there was a lack of clarity and guidance on specific HGJTI program policies and regulations. From the grantees' perspective, rapid and unambiguous responses could not always be obtained from DOL/ETA federal project officers to questions about, for example, appropriate use of funds, what constitutes "leveraged" versus "matched funds," whether grant periods could and would be extended, whether specific grant activities could be modified or other populations served, and what grantees should do with respect to recordkeeping and administering grants appropriately to be in compliance with possible future audits. One grant administrator explained that he did not understand that the HGJTI grant limited expenditures for recruitment to first-year students involved in training and it took nearly four months to obtain clarification that second-year recruitment efforts were not reimbursable under the grant. Another administrator noted a need for greater clarity on what constituted an acceptable quarterly report when the outcome was capacity-building versus training and suggested that a template for such report should be submitted to grantees shortly after the award is issued.
- **Difficulties/Burden of Record-Keeping to Meet Federal Requirements.** Some grantees found it burdensome to collect and maintain data on each participant involved in training and to collect post-participation outcome data. Some grantees noted that they had little prior experience in collecting client-level data and that it was a challenge to establish a process to collect and maintain such data in a consistent and complete manner. For example, one grant administrator observed that one of their biggest implementation challenges had been establishing and managing record-keeping on the more than 1,500 workers involved in training. The grantee had not been required to collect

individual-level data to such an extent under prior grants it had administered—including worker characteristics, when the worker attended particular classes, and the types of training completed and certificates received.

- **Insufficient Funding to Accomplish Project Objectives.** The projects launched under HGJTI had ambitious objectives and involved a complex series of project tasks and activities. Several grantees indicated that time and resource constraints prevented them from accomplishing as much as they wanted, despite the fact that virtually all had matching or leveraged resources to extend the project. A number of grantees indicated that the projects would have greatly benefited from additional grant funds, but as one grantee administrator observed, “there are never enough grant funds.”



## IV. SUSTAINABILITY OF HGJTI GRANTS

An underlying vision for HGJTI is that the funding provided would stimulate innovative training and capacity-building initiatives in high growth sectors and that the activities and partnerships established under the grants would flourish long after HGJTI funds were exhausted. Reflecting the importance DOL/ETA placed on the sustainability of grant activities, organizations applying for the grants were asked to identify matching and leveraged funds in their grant application that would be brought to bear and to spell out initial strategies and approaches for sustaining grants. Since grants targeted high growth industry sectors, it was anticipated that there would be strong demand within the employer and educational communities (as well as among some economic development agencies) for continuation of training projects and capacity-building efforts developed under the grants.

This section discusses the extent to which early grantees have been able to sustain the projects and activities undertaken with their HGJTI grants. It is important to note that it is still very early to assess sustainability; in fact, four of the 20 grantees contacted had not yet completed their grant periods. Only with time will it be possible to determine how successful grantees have been in sustaining or expanding the activities initiated with their HGJTI grants.

Discussions with grantees revealed that they are very concerned about the issue of long-term sustainability and are particularly focused on identifying and securing potential sources of funding in order to continue (and expand) training and capacity-building efforts. Exhibit 2 provides an overview of the ways in which each grantee contacted has approached the issue of sustainability and successes to date in securing new funds to continue such activities. Additional details about grantee efforts in this area can be found in the site profiles (see Appendix A).

Grantees were particularly active during the final year of their grants in seeking out new sources of funding. As shown in Exhibit 2, only a few of the grantees contacted have totally discontinued the grant activities conducted under HGJTI, and a few have new grant applications pending or are actively pursuing additional funding sources. For example, since training under the Downriver Community Conference's (DCC) HGJTI grant ended in June 2006, DCC has explored other possible funding sources to support incumbent worker training, including a recently submitted application for a second HGJTI grant to provide additional training for incumbent workers on new production processes and equipment planned for the production of the Ford Mustang.

In general, HGJTI grantees have moved aggressively to identify and secure other forms of funding to maintain and in some cases expand training and capacity-building efforts begun under their HGJTI grant. As shown in Exhibit 2, of the 20 HGJTI grants included in this examination of early implementers, eight have continued the activities developed under their HGJTI grants in a similar form and scale, while 10 have continued activities conducted under their HGJTI grants, but in a somewhat modified form or scale. Two have completely ended all activities previously supported by HGJTI grant funds.

EXHIBIT 2: SUSTAINABILITY OF GRANTEE TRAINING AND CAPACITY-BUILDING ACTIVITIES ESTABLISHED UNDER HGJTI

HGJTI Grantee	HGJTI Grant End Date	After HGJTI, Grantee Activities...			Sources of Funding Used for the Project after Initial Grant	Additional Comments on Sustainability Efforts
		Ended	Continue in Similar Form/Scale	Continue in Modified Form/Scale		
Alameda County Workforce Investment Board	Jun-06		●		Alameda County has applied for a Governor's WIA 25% Discretionary grant that would expand the project and increase the training across three more community colleges and into two other WIA areas.	Alameda County also has \$250,000 in WIA Formula Youth funds for two Career Pathways pilots (with options for a biotech pathway). An application to the Walter S. Johnson foundation for funding to match the WIA Formula funds is also pending. Other funding sources, such as the Bay Area Funding Collaborative, have also been considered. If new funding is not forthcoming, WIA Formula funds will be temporarily used to provide training.
The American College of the Building Arts (ACBA)	Aug-06		●		ACBA has applied to several foundations for grants and is looking to local employers for funding; by seventh year of operation, tuition is expected to cover 75 percent of costs.	All aspects of the grant continue to operate. ACBA anticipates continuing to build its faculty and student body (which is expected to reach 150 when the school is at full capacity).
Automotive Retailing Today (ART)	Feb-06	●			Although no new direct funding was provided, ART continues to receive ongoing financial support for related activities from its automaker and dealer association membership.	Although activities related to gathering information for and developing the website were completed, both the stand-alone website and the research posted on the DOL Career Voyages website continue to be utilized. ART staff are considering looking for additional resources for continued promotion of the site.
Automotive Youth Education System (AYES)	Nov-04			●	AYES has committed its own resources to maintain the availability and operation of the AYES exit exam.	AYES received a second HGJTI grant for \$2.2 million, <i>Expanding AYES's Automotive Technician Training</i> , to expand its school-to-career training model through an on-line curriculum and training system.
Brevard Community College (BCC)	Jun-06			●	NSF grant funding for SpaceTEC, the National Aerospace Technical Education Center, was extended, allowing activities related to this joint BCC/SpaceTEC initiative's goals to continue.	Partnerships and relationships developed under this grant to support the operation of Launch Complex 47 and the creation of the safety and operational procedural documents laid the groundwork for use of this facility for future outreach and training activities. The relationships developed with the Civil Air Patrol (CAP) will also bring additional resources to SpaceTEC efforts to expose youth to career opportunities in the aerospace industry.



HGJTI Grantee	HGJTI Grant End Date	After HGJTI, Grantee Activities...			Sources of Funding Used for the Project after Initial Grant	Additional Comments on Sustainability Efforts
		Ended	Continue in Similar Form/Scale	Continue in Modified Form/Scale		
Community Learning Center (CLC)	Jun-06			●	Wagner Peyser, funding from Texas Workforce Commission, industry funding.	The Texas Workforce Commission certified the Aerospace Industry Training Partnership Technically Advanced Proficiency Program (AITP-TAPP), making it open to participation by TWC One-Stop customers with WIA ITAs. Using Wagner-Peyser 7(b) grant funding, CLC has replicated the use of the AITP-TAPP industry-led consortium approach and program models with both dislocated and incumbent workers.
Delaware Valley Industrial Resource Center (DVIRC)	Jun-07		●		Grantee has leveraged funding from workforce partners and from foundation grants.	DVIRC received a one-year, no-cost extension from DOL, which will allow activities to continue until June 2007. The program is also seeking funding from the Commonwealth of Pennsylvania, and is planning to apply for future DOL grants.
Downriver Community Conference (DCC)	Jun-06	●			None	Grantee has applied for new HGJTI grant, which (if received) will build on earlier HGJTI grant.
Forsyth Technical Community College	Aug-05		●		Forsyth is participating in a second DOL HGJTI grant, funding is also leveraged from the college, industry, partners, and tuition.	The degree-conferring program continues, and supportive services also continue. The organization has received a range of grants, and will continue to apply for funding.
Geospatial Information and Technology Association (GITA)	Dec-06				Potential sources of funding being explored: in-kind contributions of GITA members, membership dues, subscription fees, charges for custom reports, and revenues generated from GITA annual meeting.	The grantee is focusing primarily on sustainability issues over the final four months of the grant. The grantee is also exploring possible links to DOL/ETA's WIRED Initiative grant, one site of which is being implemented in Denver.
High Plains Technology Center	Mar-06			●	In 11/05, High Plains received a two-year \$2.3 million grant from the Department of Labor to continue and expand training activities for both new and incumbent workers in additional occupational areas.	High Plains has developed specialized industry-relevant training programs in response to requests from employers that are funded through state monies and direct charges to employers. Continued participation of employers through direct payments, donations of supplies and materials and equipment for training is key to the sustainability of the initiative.

HGJTI Grantee	HGJTI Grant End Date	After HGJTI, Grantee Activities...			Sources of Funding Used for the Project after Initial Grant	Additional Comments on Sustainability Efforts
		Ended	Continue in Similar Form/Scale	Continue in Modified Form/Scale		
Management and Training Corporation (MTC)	Jun-06			●	Regular Job Corps funding and sources such as Pell Grants, scholarships, and student loans are being used to support health care and other advanced training at community colleges.	A Chicago One-Stop Career Center provided 10 ITA vouchers (up to \$5,000 per eligible student) to continue to cover training costs for Job Corps participants after the HGJTI program ended.
National Center for Integrated Systems Technology (NCIST)	Aug-05			●	WIA adult and dislocated worker funds and other state initiative funds continue to be a partial funding source for the IST training programs; some employers pay a portion of the training costs for incumbent workers.	NCIST received a second HGJTI grant in January 2005 for \$5.8 million to replicate the IST training program in four new states—North Carolina, Pennsylvania, Texas, and Wyoming. HGJTI grant covers half of IST training costs at the four community colleges; each state and/or locality provides the other half of the funding for the program. Under this new grant, NCIST will also expand its training curriculum to create a two-year associate degree program in Advanced Integrated Manufacturing Systems Technology (AIMST).
National Institute of Metalworking Skills (NIMS)	Jun-06			●	NIMS received a second HGJTI grant for \$939,815 to develop and implement flexible training options in the advanced manufacturing industry. This project builds on the competency-based apprenticeship system developed in the first grant, but focuses more on competencies and development of on-the-job training.	Additional funds for support of ongoing activities are provided by industry stakeholders and partners and through association membership fees.
National Retail Federation Foundation (NRFF)	Jun-06			●	NRFF was awarded a third HGJTI grant for \$99,900 in July 2005, <i>Extreme Makeover: Retail Careers in the Spotlight</i> , to develop a career awareness and image campaign designed to promote retail and related careers. American Express also provided resources for work on industry certifications and credentials.	NRFF staff have approached DOL about additional funding to continue and expand work in this area and have also considered pursuing funding opportunities with private foundations and other sources.

HGJTI Grantee	HGJTI Grant End Date	After HGJTI, Grantee Activities...			Sources of Funding Used for the Project after Initial Grant	Additional Comments on Sustainability Efforts
		Ended	Continue in Similar Form/Scale	Continue in Modified Form/Scale		
Oregon Department of Community Colleges and Workforce Development	May-06		●		Funding secured/obtained from private investments, college investments and other grant funds.	Key to continuation has been formation of a Statewide Simulation Alliance of state and local stakeholders, responsible for planning and securing funding for expansion of simulation equipment. The number of regional/local consortia using simulators in the state has expanded to 20 as result of the Alliance's efforts.
RISEbusiness	Sep-03	●			None.	Final report was delivered to DOL/ETA, but grantee was unclear as to whether findings were widely distributed. Attempts were made to secure additional funding from DOL/ETA, but no new funds were awarded.
San Juan College	Oct-05		●		WIA ITAs, Pell Grants, and other scholarships used to pay tuition and other costs for students. College has recently applied for Community-Based Job Training Grant funding.	The partnership built with the local WIBs in the region continues—with referrals still being received from the WIBs. Nearly 3,500 individuals continue to go through the training program each year. San Juan College has upgraded the unit responsible for the grant to the School of Energy.
SEIU United Healthcare Workers East (1199 SEIU)	Nov-06			●	Once the grant ends, the type and scope of Pre-Licensed Practical Nurse (LPN) training offered will be similar to what was offered prior to the grant. Ongoing funding is provided by the 1199 SEIU Training and Upgrading Fund (TUF) for union members.	1199 SEIU will continue to offer Pre-LPN training, supported, as in the past, by Training and Upgrading Funding (TUF), Adult Education monies and funds from the Consortium for Worker Education.
Tacoma/Pierce County Employment and Training Consortium	Oct-05		●		Using a combination of cash contributions, WIA funding, and funding from employers, program has been able to sustain all grant activities. The Invasive Cardiovascular Technologist (ICT) training continues with employer sponsorships. Major hospitals continue to fund the summer camp.	WIA funds used in addition to industry contributions to support the incumbent worker training. The Health Education Network is still operating through the website, but there have been no new marketing campaigns.

Grantees have sought out a variety of sources of funding to continue and expand upon what they were able to accomplish under their HGJTI grants. While a few grantees, such as HPTC (see box 4.1) and Forsyth Technical Community College, sought additional HGJTI grant funding (typically to replicate their HGJTI grants in other localities or regions), most HGJTI grantees have sought out a wide variety of other funding sources. Some programs—especially those where training occurred at a community college—have tried to help students obtain Pell Grants, Workforce Investment Act (WIA) Individual Training Account (ITA) funds, and other academic scholarships and financial assistance. For example, MTC was successful in getting a Chicago One-Stop Career Center to provide 10 ITAs (up to \$5,000 per eligible student) to continue to cover training costs for Job Corps participants after the HGJTI program ended. Similarly, the Community Learning Center’s Structural Aircraft Assembly Training Program has continued to operate through a short-term contract with Tarrant County Workforce Solutions to provide the training to dislocated workers residing in Tarrant County. The Texas Workforce Commission (TWC) certified the Aerospace Industry Training Partnership Technically Advanced Proficiency Program (AITP-TAPP), making it open to participation by TWC One-Stop customers with WIA ITAs.

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**Box 4.1.**  
**High Plains Technology Center (HPTC)**

The HGJTI grant awarded to High Plains Technology Center (HPTC), one of 29 Oklahoma Department of Career and Technology Education technology centers, ended in March 2006. A second, two-year, \$2.3 million HGJTI grant awarded to the Oklahoma Department of Career and Technology Education in November 2005 allowed HPTC to continue and expand training for both new and incumbent workers in additional occupational areas (e.g., off-road operations). HPTC has also developed and implemented specialized industry-relevant training programs (e.g., blowout prevention) in response to input from employers. The latter are funded through both state funds and, in some cases, direct charges to employers. Continued participation of employers through direct payments, donations of supplies and materials and equipment for training is key to the sustainability of the initiative.

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Other grantees have sought funding from local employers, particularly employers that might hire workers once they successfully complete training. The Tacoma/Pierce County Employment and Training Consortium is using a combination of cash contributions, WIA funding, and funding from employers to continue training and major hospitals continue to fund the summer camp sponsored by the HGJTI grant. Also, the National Institute for Metalworking Skills (NIMS) obtained additional funding for sustaining projects through industry groups and was able to allocate some association funds for specific activities.

Other grantees have looked to the federal government, state governments, and foundations for multi-year grants to carry their HGJTI grants forward and/or to expand them to serve other regions. For example, the American College of the Building Arts (ACBA) has applied to several foundations for grants and is approaching local employers

for funding. It expects that by the seventh year of operation, tuition will account for 75 percent of costs. The Alameda County Workforce Investment Board applied for a Walter Johnson Foundation grant to match current WIA funding and was pursuing other regional foundation funding.

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#### Box 4.2.

#### Oregon Department of Community Colleges and Workforce Development

Key to the continuation of activities after the end of this grant's performance period is the formation of the Statewide Simulation Alliance, which includes state and local stakeholders (including individuals from local partnerships formed under the grant). The group is charged with "carrying the ball forward" – including making plans for expansion of simulation equipment to other localities and securing new funding through a variety of sources (including local WIBs). Through the continuing efforts of the Simulation Alliance, there are now 20 regional/local consortiums with centers and/or equipment. Funding has come from private investments, college investments and other grant funds.

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While searching for additional funding sources has been the main thrust of most grantees, some have also expended considerable effort to sustain collaborative arrangements established under HGJTI. For example, the Oregon Department of Community Colleges and Workforce Development collaborates with partners to search out and secure other grants and funding (see box 4.2). The prior experience, qualifications, and partnering arrangements established under the HGJTI have in some instances been a major selling point for obtaining subsequent grants.

## APPENDIX A GRANTEE PROFILES

## BAY AREA BIOTECH CONSORTIUM – CAREER PATHWAY PROJECT

**Grantee:** Alameda County Workforce Investment Board (WIB)

**Location of Grant Activities:** San Francisco Bay Area in California

**Sector Targeted:** Biotechnology

**Type of Grant:** Training and Capacity-Building

**Grant Amount:** \$2,000,000

**Match/Leveraged Amount:** \$665,000

**Grant Period:** 6/04 - 6/06 (applied for extension)

**Workforce Context:** With an estimated 85,000 biotech-related manufacturing jobs and the introduction of new products, the demand for entry-level and skills workers among Bay Area employers was expected to grow at an estimated 1,500 new positions over an 18-month period.

**Project Goals:** The goal of this project was to develop career pathways in biotech manufacturing, facilities management, quality control, and product engineering by expanding and refining a successful pilot conducted by San Mateo County. A related goal was to work with local community-based organizations to create a “bridge” program to prepare lower-skilled individuals for entry-level training by offering English, math and communication skills training, as well as career orientation and social support. The aim was to train up to 150 individuals for entry-level pathway positions as biotech manufacturing technicians and to retrain 40 dislocated engineers from the airline, aerospace, and IT sectors for career pathway positions in facilities management, quality control and product engineering.

**Major Project Components:** The Alameda and San Mateo WIBs built on existing partnerships and developed new relationships with area biotech employers, community colleges and other local organizations to develop career pathways and training to address articulated employer training needs. The project was based on a successful program of the San Mateo County WIB to train entry-level workers at Genentech, an area biotech employer, for positions as bio-manufacturing technicians. This new project consisted of the following overlapping components:

- *Linkages with employers.* Genentech and Bayer were key partners in terms of sponsoring internships and hiring participants, but other employers were also involved. In addition to building on existing relationships with Genentech, team members marketed the benefits and training opportunities of the initiative to other industry employers. A customized survey of biotech companies in the service area was initiated in 2005 to obtain feedback on hiring needs. Employers provided support and buy-in for the customized bio-manufacturing training curriculum developed with Genentech and worked with project partners on the design of the new quality assurance/quality control curriculum.
- *Development and refinement of customized training materials.* Staff from two community colleges worked closely with employers to refine the customized training curriculum developed for Genentech for entry-level bio-manufacturing positions under the previous project. The colleges developed customized curricula that went outside the boundaries of a regular Associates degree. A new component, initially referred to as

Engineering, but changed to Quality Assurance/Quality Control (QA/QC), based on employer feedback and industry standards, was also developed.

- *Recruitment, Assessment, Training and Placement.* Using assessment and testing materials developed in collaboration with the community colleges, One-Stop Center staff recruited and tested potential participants for the training sessions. A comprehensive assessment process was used to screen recruits in order to ensure that selected participants were qualified for this high-level training. As of fall 2006, 186 individuals completed training in bio-manufacturing and/or QA/QC. Many graduates were hired directly by employers, and some participated in temporary industry placements prior to being hired.

#### Key Implementation Lessons:

- *It can be challenging to recruit trainees with high enough skill levels.* Because the grantee was providing high-level technical training for these positions, recruiting qualified candidates for the program was a challenge. This screening and assessment process was very intensive and time-consuming for One-Stop staff. For example, grantee staff reported that the San Mateo Center staff had to meet with approximately 100 potential candidates to identify 20-25 who were qualified to participate in the training.
- *Projects with multiple partners require flexibility and attention to different perspectives.* Grantee staff also noted that implementing a project with multiple partners, each with their own set of policies, requires ongoing attention to maintain support. Policy conflicts often arise and arrangements or agreements may need to be renegotiated, particularly when operating a demand-driven project for employers.
- *Implementing a demand-driven initiative involves customizing services based on the needs of employers,* which can often prove to be very expensive and difficult to accomplish using WIA formula funds. For example, employers may decide that they want to use a particular assessment, and this may require special costs to purchasing that tool and train staff and managers. Staff reported that “employers don’t want to be told that you can’t do something,” which means the program must adapt and be flexible to meet employer demands.
- *The amount of operational time and resources should not be underestimated.* The tendency to get bogged down with operational issues can limit the time and resources available to work with partner leadership and strategic thinkers and result in losing sight of the long-term view for an ongoing initiative.

**Key Partnering Agencies:** A regional partnership of WIBs, community colleges, employers and other local organizations collaborated on this grant. The Alameda County and San Mateo County WIBs managed and oversaw grant activities and used their One-Stop systems to recruit, assess and enroll participants. Employer partners such as Genentech and Bayer provided input on training curriculum, offered internship opportunities and hired participants. Skyline and Ohlone Community Colleges helped develop pre-assessment and assessment tools, recruitment strategies, customized curricula, and delivered skills-based training. Gruber and Pereira Associates, a consulting firm, helped develop career path models and provided other technical assistance.

**Post-Grantee Status (as of Fall 2006):** The grantee initiated sustainability planning early in 2005. Grantee staff have applied for a Governor’s WIA 25% Discretionary grant that would expand the project to two other Workforce Investment Areas and three more community colleges. In June 2005, the Alameda County WIB approved the use of \$250,000 of WIA Formula Youth funds for two Career Pathways pilots (with options for a biotech pathway). The team also submitted an application to the Walter S. Johnson foundation for funding to match the WIA Formula funds, and have considered other funding sources, such as the Bay Area Foundation. If



new funding does not become available, the grantee staff plans to continue providing training using the WIA Formula funds as a bridge.

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## TRAINING AND EDUCATION OF MASTER BUILDING ARTISANS

<b>Grantee:</b>	The American College of Building Arts
<b>Location of Grant Activities:</b>	Charleston, South Carolina
<b>Sector Targeted:</b>	Construction
<b>Type of Grant:</b>	Capacity-Building and Training
<b>Grant Amount:</b>	\$2,750,000
<b>Match/Leveraged Amount:</b>	\$10,556,000
<b>Grant Period:</b>	6/04 – 8/06

**Workforce Context:** Total employment in the construction industry will increase by nearly one million jobs by 2012. However, the industry has difficulty recruiting youth, and many youth interested in construction lack the skills that employers need. Further, some entry-level workers lack the basic technical skills needed to advance in the industry.

**Project Goals:** (1) Open and establish a college of the building arts; (2) design a four-year curriculum for the college (leading to a Bachelor's degree in Applied Sciences); (3) recruit faculty and students (recruit a total of 150 students over four years); (4) get the inaugural class of students through the first year of curriculum.

**Major Project Components:** The main project components focused on establishing a four-year college of the building arts, including completion of the following main project tasks:

- *Development of Curriculum for a Four-year Degree in the Building Arts.* The curriculum is a mixture of liberal arts offerings (English, math, science, economics, and history) accompanied by more than half of students' time being spent in craft workshops learning hands-on artisan skills. Students can major in one of six artisan crafts: architectural metal, architectural stone, carpentry, masonry, plaster working, or timber framing. Students can earn either an Associates or Bachelor Degree in Applied Sciences.
- *Securing Facilities for the College.* The college acquired a new area for its main campus (the McLeod Plantation) and is designing a plan for the development of this new campus.
- *Recruiting Faculty to Provide Instruction.* This was challenging because the building arts as a craft industry has been largely lost in the United States. The college had to look to Europe for a pool of potential instructors for the program—particularly England, France, and Belgium.
- *Recruiting the First-Year Class of Students.* The college was able to recruit a total of 17 for the initial class (some of whom were already taking classes).
- *Opening the College and Providing the First Year of Instruction for Students.* The college opened formally in August 2005 and began classes for its first group of 17 students.

### Key Implementation Lessons:

- *Community college administration and management systems may need to be modified to meet federal grant requirements.* The college lacked staff with experience in federal grants management, and this area proved to be challenging. Personnel changes had to be made to institute high quality grants management.
- *Grantees with little prior experience with federal grants require technical assistance early in the process.* Federal training for grants management came well after the start date of the grant, by which time some mistakes had already been made in administering the grant. The grantee recommends in the future that grant training be provided shortly after the grant is awarded.
- *Highly qualified instructors are critical to a successful training program, but recruitment can be difficult.* There was only a small pool to draw from in the United States and so the grantee had to look to other countries for qualified candidates. The grant, however, did not allow for international travel to recruit faculty, meaning the school had to use other grant sources to pay for travel.
- *Some first-year students in community colleges are not suited to or interested in pursuing four-year degrees.* Therefore, attrition rates were higher than anticipated or desired. Additionally, two students placed in summer apprenticeships were hired full-time by the firms sponsoring the apprenticeships, causing the students to drop out of the program.

**Key Partnering Agencies:** The main linkages were with employers that offer summer apprenticeships (e.g., to do restoration work in the historic sections of Charleston). The grantee also affiliated with several national and international organizations to obtain input for program design, curriculum development, instructional methods, including: National Trust, Timber Framing Guild, Les Compagnons Du Devoir, and World Monument Fund.

**Post-Grantee Status (as of Summer 2006):** All aspects of the project have continued after the grant period. The college anticipates continuing to build its faculty (which is currently nine, but will likely grow to 18 by the time the school enrolls its fourth class) and continue to build its student body (which is expected to reach 150 when the school is at full capacity).

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## BUILDING AMERICA'S AUTO DEALERSHIP WORKFORCE

<b>Grantee:</b>	Automotive Retailing Today (ART)
<b>Location of Grant Activities:</b>	Nationwide
<b>Sector Targeted:</b>	Automotive
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$150,000
<b>Match/Leveraged Amount:</b>	\$323,070
<b>Grant Period:</b>	12/04 – 2/06

**Workforce Context:** Currently, the automotive services sector faces the challenge of attracting a pipeline of new workers to jobs that will be created and others that will become vacant. Industry stakeholders report that educating the public and, specifically, career decision-makers about viable and exciting career opportunities in automotive services will help fill this need. With industry-generated information and data, students, parents, teachers, guidance counselors, dislocated workers, transitioning military personnel, career changers, and others can make informed decisions about employment opportunities in automotive services.

**Project Goals:** The main goal of this project was to gather, validate and make available definitive information and data about career opportunities at auto dealerships through easily-accessible career-related websites. A related goal was to educate the public on the many good jobs available in the field and to dispel negative workplace perceptions and stereotypes, creating a positive image for franchise auto dealerships.

**Major Project Components:** This project focused on conducting research and gathering information about occupations and careers in auto dealerships and placing that information in an easily-accessible location. The project consisted of the following major components:

- *Researching and Defining Industry Positions.* Having previously limited its focus to service technician jobs, ART expanded its research to identifying and describing positions in all five auto dealership departments: Administration, Sales and Lease, Body/Collision, Parts, and Service. Research was conducted via the web and through contacts with human resources personnel in the automotive industry and other industry partners, such as the National Automobile Dealers Association (NADA). Based on those findings, job descriptions for over 40 identified positions were compiled, including definition, duties and requirements (such as education); salary range and benefits; physical demands; career paths; and training resources. A subcommittee of representatives from various dealerships was convened to review and clarify job positions, to come to consensus on acceptable titles and nomenclature and to provide ongoing guidance. Organization charts and career paths within dealerships were developed as part of this process. A Harris/NADA poll of automobile dealerships was also conducted to determine the number of current job openings available.

- *Development of Website ([www.autocareerstoday.org](http://www.autocareerstoday.org))*. Information collected during the research process was made available to the public via a new website created by ART. This website is the first online clearinghouse for information on career opportunities offered in all five departments at franchise dealerships, providing comprehensive information about specific positions, careers, salaries and job openings. Images that highlight the various dealership departments are posted on the site, and links to training opportunities (including skills upgrades), various job banks and other resources, such as the National Institute for Automotive Service Excellence (ASE) and Automotive Youth Educational System (AYES) are also offered. The website includes drop-down boxes targeted to specific population groups, such as veterans, students, parents, educators, career changers and experienced salespeople. A Spanish version of the website is also available.
- *Sharing Research on U.S. Department of Labor (DOL) Website ([www.careervoyages.com](http://www.careervoyages.com))*. ART worked closely with the DOL webmaster to make available all of the information collected on careers and job openings in the industry for posting on the DOL website. A link to the ART website is included on the DOL website and vice versa and plans were developed to co-promote the two websites. The DOL Career Voyages website, which highlights the automotive industry as a high growth area, is currently being marketed to One-Stop Centers and WIBs.
- *Communication Plan*. A detailed media and outreach plan was developed and implemented to promote the launch of [autocareerstoday.org](http://autocareerstoday.org), including press releases, fact sheets highlighting the data from the Harris/NADA survey and coordination of marketing efforts with ART members and other partners.

#### Key Implementation Lessons:

- *Employer committees can reach consensus on occupational standards*. During the process of defining available positions and career paths within the industry, grantee staff learned that there were no universally accepted titles for positions across dealerships. This necessitated the formation of a committee of representatives from both large and small dealerships to work together to come to a consensus on acceptable titles and definitions for the identified positions.
- *Employers will partner with programs if they believe there will real benefits to their business*. Some dealership personnel were reluctant to share specific information on job descriptions and requirements that they had developed, considering it proprietary information. They were cooperative once they were convinced of the benefits of sharing this information and contributing to the development of industry standard titles. Similarly, some dealership and industry staff needed to be convinced of the mutual benefits of working with DOL and sharing their knowledge about their industry. In addition, project staff explained to employers that ART members could help correct inaccuracies in auto industry job definitions included in the Dictionary of Occupational Titles. For example, one DOL publication illustrates the description of a service technician with a man “dressed as a plumber, wearing suspenders” when, according to those in the field, this is an inaccurate representation, which ART could help correct.
- *New grantees need more guidance from federal agencies to meet all the requirements*. The grantee found many of the requirements associated with the DOL grant process challenging, including the process required to track in-kind resources, other paperwork requirements, unfamiliarity with DOL terminology and acronyms, and the grant application process itself.

**Key Partnering Agencies:** ART is a consortium of all major automakers (e.g., Honda, BMW, Ford, GM, DaimlerChrysler, Hyundai, Isuzu, Nissan, Toyota, Volkswagen) and dealer associations (e.g., NADA), formed in 1997 to build stronger customer relationships and dispel outdated perceptions of franchise auto dealerships and automotive careers. Key partners in this initiative included all of the major manufacturers and dealer associations that are members of ART as well as Automotive Youth Educational Systems (AYES), the National Institute for Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF). Partners contributed to the initiative by serving on the subcommittee to define positions, by providing linkages to the required data through their databases, by facilitating connections to training and certification programs and by contributing other resources essential for the development of the website.

**Post-Grantee Status (as of Fall 2006):** The HGJTI grant ended in February 2006. The grantee is now considering strategies for increasing public awareness about their website and is interested in capitalizing on the existence of the site, perhaps by collaborating with other HGJTI grantees. There is also some interest in seeking additional resources for continued promotion of the site. Grantee staff plan to conduct an annual job vacancy survey to see if the availability of the website has any impact on the number of open positions.

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## Automotive Youth Education System (AYES)

<b>Grantee:</b>	Automotive Youth Educational System
<b>Location of Grant Activities:</b>	Mainly in Detroit, Michigan and Leesburg, Virginia
<b>Sector Targeted:</b>	Automotive
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$600,000
<b>Match/Leveraged Amount:</b>	\$1,050,000
<b>Grant Period:</b>	11/02 – 11/04

**Workforce Context:** There is currently a strong demand for qualified automotive technicians. AYES helps create a pipeline of secondary and post-secondary students into training programs, and implements the nationally recognized NATEF curriculum. There is an ongoing need to create certifications and test the skill levels of graduates from AYES programs.

**Project Goals:** The purpose of the grant was to develop a test to measure the learning outcomes of AYES graduates. The entire AYES process combines experiential learning with job shadowing and mentorship. There is extensive safety and environmental training within school, and off-site training with senior technicians. The development of a test would help to establish the value of both the classroom and the experiential training components. In developing this initiative, AYES built upon existing exit exams being used in NATEF sites in Ohio, Arizona, and other states.

**Major Project Components:** This grant was focused on developing an online exit exam for graduates of AYES programs. The questions for the exam were developed using the NATEF curriculum that was already in place. AYES issued an RFP for the test development, which they awarded to ASE, who had extensive expertise in implementing exams for automotive training. Six instructors from AYES schools helped develop the testing instrument. The instructors worked with staff from ASE and ACT, a testing corporation contracted by ASE to finalize the questions. The questions were tested for validity in a pilot test based on psychometric measures developed by ACT. An IT vendor, SES Valley Forge, put the test online.

### Key Implementation Lessons:

- *It is very important to enlist the support of State Departments of Education in curriculum test development.* This assured that the program met the standards of No Child Left Behind. AYES now has 100% participation from affiliated schools, and has had no problem getting the program approved. Partnering with established entities such as ACT and ASE also helped to give the project credibility with the educational system.

### Key Partnering Agencies:

- Valley Forge was the IT Vendor that designed and implemented the online system.
- ACT developed the test and helped to design the online question bank.

- NATEF helped to provide the curriculum on which the program was based, as well as the instructors who helped develop the questions.
- State Departments of Education staff screened the tests and helped to grant approval under No Child Left Behind standards

**Post-Grantee Status (as of September 2006):** AYES received a second HGJTI grant for a separate initiative. AYES has been sustaining grant activities with its own funding.

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## REBUILDING THE AEROSPACE WORKFORCE IN FLORIDA – PROJECT GENESIS

<b>Grantee:</b>	Brevard Community College (BCC)
<b>Location of Grant Activities:</b>	Florida, Primarily Cocoa, Florida (Cape Canaveral)
<b>Sector Targeted:</b>	Aerospace
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$98,560
<b>Match/Leveraged Amount:</b>	\$120,000
<b>Grant Period:</b>	12/04 – 6/06

**Workforce Context:** Currently, the aerospace sector has few hands-on learning opportunities and faces the challenge of attracting a pipeline of youth to aerospace employment. The challenge for the industry lies in ensuring that teachers and counselors can understand, and prepare students for, the careers and the particular skill needs of the industry.

**Project Goals:** The goal of this project was to address the recruiting and practical skill development challenges in the aerospace sector by creating an initiative with a hands-on component that would enable students to participate in the preparation, launch and recovery of high altitude rockets on a major national range. Under this grant, BCC and SpaceTEC, the National Aerospace Technical Education Center funded by the National Science Foundation, intended to provide learning opportunities for students to improve awareness of the skills required for aerospace careers. To this end, grantee staff aimed to provide support for the operation of launch facilities and six sub-orbital launches of Super Loki sounding rockets at Launch Complex 47, the educational and training complex at Cape Canaveral Air Force Station, in order to demonstrate aerospace technologies. Mentoring and outreach activities (including observation of the launches) with students recruited through partnerships with organizations such as the Civil Air Patrol (CAP) were used to promote interest in careers in the field.

**Major Project Components:** This project consisted of two key components: (1) Development and support for the operation of a rocket launch program requiring establishment of linkages and partnerships with numerous organizations in order to provide a demonstration site for outreach and educational experiences designed to highlight real-world careers; and (2) outreach, training, and educational activities with members of groups such as the Civil Air Patrol (CAP). These two components are described below.

- *Rocket Launch Program as Development of Curricula and Training Materials.* Although the original project design called for the launch of six Super Loki sounding rockets from Launch Complex 47, because of procedural delays, security issues and conflicts with the shuttle launch schedule, only one Super Loki rocket was launched from Complex 47 at Cape Canaveral during the grant period. However, eight other successful launches were completed at alternate sites in Florida during the grant extension period, all using modified model rockets with commercial, as opposed to military, motors. The efforts

made to develop the necessary partnerships required to pave the way for the “return to flight” for this educational launch pad and its subsequent utilization for this initiative led to increased interest in its use for other educational exercises by other groups. As a result, a full review of operational and safety procedures for the pad was called for and a comprehensive, 36-page operational Test Directive (TD) document was created, reviewed and revised. In addition, a Consolidated Emergency Response Plan (CERP) was developed and put into operation for all further educational launches.

- *Outreach, training and educational activities with students.* Over the course of the project, approximately 200 students were directly exposed to the aerospace industry in some way. For example, about 30 cadets from the CAP viewed the launches at the alternate Florida sites and aided in the preparation and installation of rockets. An additional 25 cadets who were winners of a national contest participated in an all day, hands-on rocket workshop at Cape Canaveral in August 2005. Another 109 CAP cadets and officers participated in a three-day bivouac at NASA’s Kennedy Athletic Recreation Site (KARS), touring various aerospace facilities and attending lectures and workshops presented by NASA speakers.

#### Key Implementation Lessons:

- *Projects with complex logistical details require extensive planning and careful scheduling, as well as flexibility to adjust as needed.* Grantee staff faced a number of logistical challenges in their efforts to implement this initiative. Scheduling of the planned launches proved difficult, in part because of the many individuals and agencies involved, but also because of scheduling conflicts with the shuttle program, which took priority over these non-critical, educational launches. For example, logistical issues arose in transporting large groups of students to events that were often rescheduled or relocated. This was further complicated by security requirements for activities held on a military base. This led to moving launch events to alternate launch sites that had fewer security requirements as well as a shift to the use of modified model rockets for launches. Grantee staff also noted that over the course of the project the team became more focused on completing successful launches, forgetting that even unsuccessful launches provided a wealth of educational and training opportunities. Finally, the time required to make all of the arrangements for the launches was much longer than expected. The first launch was not conducted until well into the six-month extension period.
- *The HGJTI grant represented an important source of funds allowing the development of an innovative program.* Grantee staff felt that the availability of HGJTI grant was an important and welcome addition to their broader project in certification of national skill standards.
- *Considerable time and resources are needed to meet the federal reporting requirements.* The reporting requirements were difficult to meet, in light of their capabilities, the small amount of their grant, and their other commitments. This project was very different from many of the other HGJTI initiatives and did not easily “fit the mold” for reporting purposes. For example, a report template designed for projects that did not focus on job creation or job training would have been helpful to this grantee. Grantee staff also pointed to the small size of their grant as a challenge, noting that they did much more than they expected for the level of funding received and that they could have done a better job with additional funds. In addition, the project team struggled to secure the match/leveraged funds for the initiative.

**Key Partnering Agencies:** A number of key partners participated in this project. SpaceTEC, the National Aerospace Technical Education Center formed by a national consortium of

community colleges through a National Science Foundation (NSF) grant, manages the project. SpaceTEC is based at BCC, which serves as the fiscal agent for the project and the site manager for Complex 47. SpaceTEC developed agreements and worked closely with the Florida Space Authority and the U.S. Air Force 45<sup>th</sup> Space Wing and also coordinated the partnerships with the Florida Space Institute and other educational users. The local Aerospace Technology Committee (ATAC) also provided support.

**Post-Grantee Status (as of Fall 2006):** Although the HGJTI grant ended in June 2006, activities related to the goals of this initiative continue. The development of the partnerships and relationships for the previously-non-existent network of support required for the operation of Launch Complex 47 and the creation of the TD and CERP procedural documents laid the groundwork and increased the awareness of the potential uses of this facility for future outreach and training activities. The relationships developed with the CAP will also bring additional resources to SpaceTEC efforts to expose youth to career opportunities in the aerospace industry. Finally, SpaceTEC's NSF grant funding was extended for another four years in August 2005.

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## Aerospace Industry Training Partnership Technically Advanced Proficiency Program

**Grantee:** Community Learning Center, Inc.

**Location of Grant Activities:** North Central Texas

**Sector Targeted:** Aerospace

**Type of Grant:** Capacity-Building and Training

**Grant Amount:** \$1,168,000

**Match/Leveraged Amount:** \$426,944

**Grant Period:** 9/03 – 6/06

**Workforce Context:** The North Central Texas region is the location of major aerospace assembly operations of Lockheed Martin, Bell Helicopter, and other large and medium sized employers. The aerospace industry is highly dynamic and technologically complex, requiring workers with specialized knowledge in areas such as materials bonding and electronic assembly. To remain competitive, the region needs workers with these high demand skills.

**Project Goals:** The main goals of the project were to (1) create an industry-led community consortium to address workforce development needs in the high-growth aerospace industry; (2) train 320 dislocated workers in structural aircraft assembly; and (3) train 320 incumbent workers in emergent high-demand skills to sustain their employment in the aerospace industry.

### Major Project Components:

- *Dislocated Worker Training:* Dislocated workers were recruited and referred by One-Stop centers in two local workforce development areas. The TABE assessment was used to determine dislocated workers' eligibility to participate in the training (score at or above an 8<sup>th</sup> grade reading and math level). Those requiring remedial education were referred to pre-training classes. The occupational training program used a 6-week industry-developed curriculum in structural aircraft assembly. Those who completed the training received a certificate of completion and were given preferential interviews by industry partners, and course completion counted as credits by the Tarrant County Community College. The course had classroom and hands-on training components, with the latter conducted in a "virtual factory" that was designed and equipped with the assistance of industry partners. Case management and job placement services were provided by CLC Technical Training and Employment Counselors, who helped assemble trainee portfolios that were sent partner employers to schedule preferential interviews. If a trainee was unsuccessful in obtaining a job through the preferential interview process, counselors sought to place the person with other employers.
- *Incumbent Worker Training:* CLC worked with four aerospace employers (LM Aero, Bell Helicopter, EFW, and Aero Tech) to develop and implement incumbent worker training programs in skills areas identified by the employers. Training content and

methodologies were developed by CLC with the employers. The LM Aero Incumbent Workers training program focused on electrical harness assembly, and included a new on-the-job training component to follow classroom training, in which an experienced and trained mentor worked to ensure that workers could correctly apply the information learned in the classroom. The Bell Helicopter training program involved a 40-hour course in wire stripping and crimping. The EFW training program involved developing and implementing a J-Standard Training and Certification Program. Aero Tech sent incumbent workers to the first week of the training program to increase their knowledge of manufacturing mathematics, precision measurement, and reading blueprints.

- *Industry-led Consortium.* The North Central Texas AITP Steering Committee was comprised of representatives from the partners in industry, the workforce system, and a local community college. The Committee met quarterly, but partners also engaged in other project activities.

#### Key Implementation Lessons:

- *The state of the economy can affect ongoing participation by employers.* One business (LM Aero) withdrew from the Dislocated Worker training program due to unfavorable economic circumstances very early in the grant period. The AITP Consortium then recruited another employer partner, Vought Aircraft Industries, to participate (i.e., providing preferential interviewing to those completing the training).
- *Many dislocated workers do not have the basic skills levels required for high skills training programs.* A large number of dislocated worker training candidates were ineligible to participate due to low basic skills; 44 percent had reading and math scores below the required 8<sup>th</sup> grade level. Representatives from the two partner WIBs worked with One-Stop Centers to attain a sufficient number of qualified persons to meet enrollment goals.
- *Employee organizations can help create business partnerships with training programs.* The collective bargaining units at the companies were instrumental in creating the partnerships, particularly when management was reluctant to invest resources to the program. Employee participation can be an important aspect of the project.

**Key Partnering Agencies:** Most of the partners served on the AITP steering committee, including industry partners Vought Aircraft Industries, LM Aero, Bell Helicopter, Aero Tech, Hampson Aerospace, and EFW. Organized labor, such as IAM&AW DL 776, UAW Local 218 and 848, and the Fort Worth Chamber of Commerce helped engage industry partners. Tarrant County College provided classroom instructors and facilities. One-Stop Career Centers referred individuals for the dislocated worker training programs. The Hillwood Corporation provided warehouse space for the virtual factory located at the Fort Worth Opportunity Center.

**Post-Grantee Status (as of September 2006):** The Structural Aircraft Assembly Training Program is continuing with a short-term contract from Tarrant County Workforce Solutions (WIA). The Texas Workforce Commission certified the AITP-TAPP program, making it available for trainees using Individual Training Accounts (ITAs). Using Wagner-Peyser 7(b) funding, CLC has replicated the AITP-TAPP industry led consortium approach and training with other sectors. The North Central Texas Demonstration Composite Bonding Training Project for Dislocated and Incumbent Workers in the Aerospace Industry has begun a second year.

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## THE APPLIED ENGINEERING AND MANUFACTURING EDUCATION PROJECT

**Grantee:** Delaware Valley Industrial Resource Center (DVIRC)

**Location of Grant Activities:** Southeastern Pennsylvania

**Sector Targeted:** Advanced Manufacturing

**Type of Grant:** Capacity-Building and Training

**Grant Amount:** \$3,000,000

**Match/Leveraged Amount:** \$2,350,000

**Grant Period:** 6/04 – 6/06 (extended to 6/07)

**Workforce Context:** Although the advanced manufacturing sector in southeastern Pennsylvania has experienced a decline in employment during the last decade, it has steadily increased both productivity and output during the same period, and has the potential to provide high paying, stable jobs for the next generation of workers. With the current manufacturing workforce getting older, technology becoming more complex and multifaceted, and the economy more closely linked with applied engineering processes, there is a critical need to increase career awareness and education about the advanced manufacturing sector. Accomplishing this objective requires a capacity-building effort that links manufacturers, the workforce system, and educators.

**Project Goals:** The main goal of the Applied Engineering and Manufacturing Education Project is to build the educational infrastructure for applied engineering technology, and to create a pipeline of 10,000 individuals enrolled in this segment of the region’s educational system to ensure that the region’s advanced manufacturing and technology companies will have access to skilled human capital necessary for growth. The initiative was developed by DVIRC in collaboration with schools and small and medium-sized manufacturers in the Delaware Valley region. The project focuses on a Tech Prep “2+2+2” school-to-work model of career development, which integrates post-secondary coursework at the high school level that can then be applied toward either a two- or four-year degree in applied engineering. This project builds on five years of local economic development and education efforts by the grantee, DVIRC, a private economic development intermediary organization that has taken a long-term systemic view on expanding and integrating applied engineering educational resources to promote engineering and technology-related career paths. Project goals included enrolling 365 entry-level candidates and 210 incumbents into education programs, obtaining 256 job placements, creating or retaining 466 jobs, serving 395 companies, and engaging 1,250 individuals in career awareness programs.

**Major Project Components:** The initiative includes two main components: (1) curriculum development and implementation, and (2) systemic development.

- *Curriculum Development and Implementation:* The project seeks to introduce applied math and science courses adapted from the Project Lead the Way curriculum into public high schools in the Greater Philadelphia region and to expand the number of post-secondary institutions that will dual-enroll junior and senior high school students participating in these courses. Nationally, there are now over two dozen post-secondary



- institutions, including Penn State University, that accept coursework from Project Lead the Way. The grant also supported the development of a 2+2+2 Applied Engineering Technology Program to link high school students to careers in applied engineering fields such as bioengineering and advanced manufacturing. The program allows high school students to take engineering and science courses that bear credit towards an Associate's Degree at Delaware County Community College, where they can dually enroll in, and articulate credits to, Drexel University for a BS Degree in Applied Engineering Technology. The programmatic Applied Engineering Technology areas include: Machine Tool and Manufacturing Automation, Process Control, and Industrial Systems.
- *Systemic Development:* Recruitment and outreach is primarily targeted at high school student through a “series of touches” aimed at increasing career awareness and enrollment in applied engineering courses and careers. For example, the program brings science professionals and members of business into the high schools to discuss career opportunities in applied engineering fields. The career awareness activities have been complemented by bringing in college counselors to talk to high school staff and students about entry level coursework requirements in applied engineering. Grantee capacity-building activities also include working with relevant school clubs such as robotics and Future Cities, a nationally competitive engineering simulation. Other career and educational awareness programs include hosting and supporting professional conferences, and supporting engineering summer camps throughout the region.

#### Key Implementation Lessons:

- *Coordinating funding among different sources requires considerable effort.* Coordinating different funding streams from different sources to carry out the HGJTI initiative constituted one of the major hurdles. The grantee noted that there is no consistent programmatic public support for the intermediary function, therefore the partners in the initiative continually needed to identify and secure funding from a variety of sources to support the objective of achieving systemic change.
- *Regional labor market strategies may be difficult to establish given the local area emphasis of workforce boards.* The regional and systemic nature of the initiative was not the typical approach of local workforce systems, and some local partners had difficulty understanding and supporting the regional concept and the initiative's goal to help shift the emphasis from promoting and investing in training, to linking training into educational programs. Implementing a regional systemic initiative is difficult to do in a workforce development system since there are disincentives to spending local WIB resources on efforts that are not part of their own system or in their geographic boundaries.

#### Key Partnering Agencies:

- Secondary and post-secondary institutions
- Local Workforce Development Boards
- Pennsylvania Department of Labor & Industry
- Various Engineering Associations in Pennsylvania
- Pennsylvania Department of Community & Economic Development
- Local employers
- Industry Groups

**Post-Grantee Status (as of September 2006):** DVIRC received a one-year, no-cost extension from DOL, which will allow activities to continue until June 2007. The program is also seeking funding from the Commonwealth of Pennsylvania, and is planning to apply for future DOL/ETA



grants. It has been challenging to find new sources of funding to sustain the initiative, but the grantee is exploring different funding opportunities and providing guidance to partners on where and how to apply for grants.

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## EDUCATION AND TRAINING FOR AUTOALLIANCE INTERNATIONAL (AAI)

**Grantee:** Downriver Community Conference (DCC)

**Location of Grant Activities:** Flat Rock, Michigan

**Sector Targeted:** Advanced Manufacturing

**Type of Grant:** Training and Capacity-Building

**Grant Amount:** \$5,000,000

**Match/Leveraged Amount:** \$25,000,000

**Grant Period:** 6/04 – 6/06

**Workforce Context:** The American manufacturing industry is undergoing significant technological, economic, and demographic changes. High-tech equipment and processes are becoming more pervasive on production lines. In order for American manufacturers to remain competitive, workers need to be equipped with skills that will help them adapt to advances in technology. Advanced manufacturing employers are seeking to establish innovative and responsive workforce training models.

**Project Goals:** The main goal of this grant was to train 1,400 incumbent workers at the AAI facility on the advanced manufacturing methods and equipment required to build the Ford Mustang. Prior to the grant, AAI had retrofitted the facility with state-of-art equipment. Workers involved in the training were already working at the plant earning \$26 per hour, but needed customized training on the manufacturing process and specialty equipment to meet standards established by Ford.

**Major Project Components:** The grant focused on providing training for 1,400 incumbent workers to help them quickly and efficiently learn new production processes and how to use advanced manufacturing equipment at the AAI auto plant. The training provided was customized to meet standards set out by the manufacturer (Ford). Workers were engaged in training for between four weeks and six months depending upon the particular types of training needed and number of classes attended. The types of instruction provided varied, but usually combined classroom instruction with hands-on training involving production processes and/or equipment. Training was tailored to specific tasks conducted by workers. Workers attended multiple classes including: Gas Brazing/Soldering; Torque Procedure Training; Body Metal Finishing; Emissions Training; Kawasaki Advanced Robot Programming; Allen Bradley PLC 500; Paint Application Techniques and Properties; Energy Control Power Lock Out, and many others. Classes ranged in size from 10 to 50 workers, with on average about 15-20 workers attending each class. The training was often provided by the vendors supplying the equipment (such as Kawasaki, Sun Source, or the designers of software used in the manufacturing process). Participants in the classes received booklets/training manuals; exercises and hands-on training reinforced what was taught in the classroom. Participants received certificates of completion for each class completed.

### Key Implementation Lessons:

- *The reporting requirements for federal grants can be daunting to grantees with little prior federal grant experience.* Managing record-keeping for the more than 1,500 workers involved in the training was very difficult and at times overwhelming. AAI had not been required in the past to keep so much information on each individual, including when each worker attended particular classes and the types of certificates received.
- *It is essential to schedule training for incumbent workers so that it does not interfere with regular production.* The fact that workers were employed and earning \$26 per hour meant that “time was money.” Therefore, it was important that the training was scheduled so that it did not interfere with the ongoing production process.

**Key Partnering Agencies:** Although the grant recipient was the Downriver Community Conference (the WIA agency), the AutoAlliance International (AAI) was effectively the grant contractor, providing the facility, paying wages of workers, scheduling workers for training, organizing the training, and bringing in various vendors to provide the training. United Auto Workers (UAW) strongly endorsed the initiative and provided active and ongoing support. Much of the training was provided through equipment manufacturers and specialized vendors with up-to-date knowledge of the equipment and product process.

**Post-Grantee Status (as of Summer 2006):** All of the training had been completed by the grants end date (June 2005). At that time, the project was terminated. DCC has recently submitted an HGJTI grant application to provide training for incumbent workers on a new production process planned for the production of the Ford Mustang at the AAI facility.

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## TEXTILES TO TECHNOLOGY

**Grantee:** Forsyth Technical Community College

**Location of Grant Activities:** Piedmont Region, North Carolina

**Sector Targeted:** Biotechnology

**Type of Grant:** Training and Capacity-building

**Grant Amount:** \$754,146

**Match/Leveraged Amount:** \$150,828

**Grant Period:** 6/03 – 12/05

**Workforce Context:** North Carolina’s Piedmont Triad Region had a severe economic downturn due to the decline of its traditional furniture, tobacco, and textile industries, which once supported economic growth and job development in the region. Large numbers of dislocated workers lack the skills needed to transition into careers in the region’s emerging biotechnology industry.

**Project Goals:** One major goal was to document the economic and labor climate in the Piedmont Triad Region, including employer needs. Another major goal was to create a training program with an Associates degree in biotechnology for dislocated workers, recent high school graduates, and others interested in entering the biotechnology industry. The training program would provide students with skills to enter a variety of different biotechnology careers.

### Major Project Components:

- *Develop Associates Degree Curriculum.* The main component of the initiative was to develop a comprehensive Associate degree program in biotechnology, incorporating both hands-on training and scientific application. Coursework in biology, mathematics, chemistry, and technical communication were the central elements of the curriculum. Coursework encompassed subject areas such as basic laboratory technique, cell culture, immunological techniques, animal handling, and genetics. In addition, the program required 160 hours of internship and apprenticeship with a biotechnology employer. The program built upon the soft skills and attention-to-detail that students had acquired in their previous work in controlled work environments such as manufacturing.
- *Obtain Equipment and Develop Faculty.* Some grant funds were used to purchase state-of-the-art laboratory equipment and to sponsor professional development of faculty to ensure that the training provided through the college was what biotechnology employers require. Innovation in biotech is very rapid, so it was critical to keep abreast of the latest developments and the specific occupational training requirements of employers.
- *Training.* A total of 250 students entered training, and as of September 2006, 26 have graduated. Because it takes a minimum of 2 years to complete the degree, many of the students are still attending courses and will not graduate for another year or longer. Some students have dropped out along the way or switched to other academic programs at Forsyth Community College or other institutions. The population of students is “very dynamic,” but the average age is 34 years and most students work part-time.

- *Articulation Agreements.* Forsyth helped to develop 2+2 articulation agreements with four-year universities in the region, as well as 1+1 articulation agreements with local community colleges that would allow students to complete their first year of basic math and science coursework at the community college and then transfer to Forsyth.

#### Key Implementation Lessons:

- *It is critical for training programs to maintain the most current state of the art equipment and technology.* In the biotechnology industry, standard technology changes so quickly that equipment often becomes obsolete shortly after it arrives. The grantee held off for about a year in purchasing equipment until laboratory construction was completed. By the time the program went to purchase equipment for the lab, most of the equipment identified in the original grant proposal to ETA was obsolete. The program came up with a revised listing of equipment to purchase based on input from employers, and DOL accounting procedures were sufficiently flexible to allow for reordering.
- *Jobs are not always in close proximity to the training location and trainees may need support and advice about accepting those jobs.* Students were reluctant to accept job opportunities that were located more than 15 minutes from their homes. Because of the rural, tight-knit way of life in the region, students were not accustomed to commuting long distances to work. It was important to educate the workers about the benefits of the new job opportunities and help them choose the best commuting options.
- *Staying abreast of the industry needs in a rapidly changing sector is critical.* The industry is growing, but not as fast as expected. The program does not want to overproduce graduates, which would just lead to a glut of students and frustration.

#### Key Partnering Agencies:

- Universities – Forsyth developed 2+2 articulation agreements with four-year universities, including UNC Greensboro, Metro Carolina University, and East Carolina University.
- JobLink Career Centers – The One-Stop system helped to channel students to the training program at Forsyth and, once training was completed, helped students to secure jobs with biotech employers.
- Employers – Employers were a vital component of the initiative, providing substantive input about the curriculum, advising about important technologies and equipment, and hiring students after graduation.
- K-12 School System – The local school district Superintendent served on the project advisory board and worked with schools to develop a dual enrollment policy that allows high school students to gain college credit at Forsyth for classes taken in high school.

**Post-Grantee Status (as of October 2006):** The initiative has continued after the grant, and continues to grow. The HGJTI grant, “gave us a very strong foundation” by allowing the program to become part of a consortium (involving four other community colleges across the nation) that received a separate \$5 million DOL grant to replicate the biotechnology program established at Forsyth. With this new grant, the consortium will be developing “centers of expertise” in the training of biotechnology workers that are closely tied to input from biotech employers. Additional funding to support biotechnology training at Forsyth Community College has been received from the North Carolina Biotechnology Center and Golden Leaf.

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## DEFINING AND COMMUNICATING GEOSPATIAL INDUSTRY WORKFORCE DEMAND

<b>Grantee:</b>	Geospatial Information and Technology Association (GITA)
<b>Location of Grant Activities:</b>	Nationwide, with Pilot Test of GIWIS System in Denver, Colorado
<b>Sector Targeted:</b>	Geospatial
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$695,362
<b>Match/Leveraged Amount:</b>	\$670,927
<b>Grant Period:</b>	7/05 – 12/06

**Workforce Context:** Because the geospatial technology sector is an emerging field, the industry and its segments are not well-defined. Definitions that do exist have little consensus behind them. Amid such uncertainty, it has been difficult to gather and track industry employment and business data. Geospatial technology stakeholders are also concerned about the industry's public image.

**Project Goals:** The goal for this initiative was to work with industry, community college/university, and public workforce investment system partners to develop consensus definitions of geospatial occupations. Consensus will improve an understanding of the economic and career opportunities within the geospatial technology sector and its segments.

**Major Project Components:** The main components focused on defining geospatial occupations and pilot-testing a web-site. The project consisted of the following major components:

- **Industry Definition.** With help from project partners (the Association of American Geographers, the University of Pennsylvania's Wharton School of Business, and the University of Southern Mississippi) GITA compiled diverse geospatial industry definitions and developed a matrix of industry job titles by categories. Two roundtables, attended by about 150 representatives of academia, industry, and the workforce development system, were convened to refine definitions of occupations and trends. Wharton faculty facilitated the two roundtables and wrote a "white paper" on conference proceedings, including recommending that the U.S. Bureau of Labor Statistics to establish two specific geospatial occupational codes.
- **Develop Geospatial Industry Workforce Information System (GIWIS).** With input from the roundtables and key partners, GITA developed a web-accessible interactive geospatial server application designed to provide users with access to (a) geospatial industry forecasts of employment trends, worker needs, and skill sets (including educational and training organizations that provide training within a locality); (b) current and forecasted growth of commercial, industry and government market segments and job types; and (c) industry-specific salary and benefits data.

- *Conduct Image and Outreach Campaign.* GITA/AAG worked closely with federal, state, and local partners to develop non-technical geospatial industry outreach materials designed to communicate the opportunities, skills required, apprenticeships, internships, and other programs to motivate workers to enter this field.
- *Model Local Application.* GITA is pilot-testing the GIWIS system and other industry outreach materials in partnership with WIBs serving the Denver metropolitan area. Other local partners include representatives of community colleges, technical schools, universities, industry employers, and economic development agencies.

#### Key Implementation Lessons:

- *Developing a training project that partners with the education system requires longer than one year due to the academic calendar.* The one-year schedule for the project was very tight, and GITA had to move rapidly to conduct all activities within this period. The short duration of the grant was not ideal from the standpoint of the academic calendar either, particularly with respect to developing and pilot-testing the GIWIS system during the academic year. The grantee applied for, and received, a six-month extension to conduct the pilot-testing in Denver, pursue new sources of funding to sustain the effort, and complete the final report.

**Key Partnering Agencies:** This project featured extensive linkages between the geospatial industry (represented by GITA), the workforce development community, and post-secondary educational institutions. GITA collaborated with the Association of American Geographers (AAG) from the very beginning of the grant to forge a strong partnership with post-secondary educational institutions (universities and community colleges) and faculty involved in the geospatial field. For example, AAG helped recruit academics for the two roundtables and provided a strong link to the Wharton School of Business. Other key partners included: the Wharton School of Business at the University of Pennsylvania (which facilitated the two roundtables) the University of Southern Mississippi (which provided input on the development of the GIWIS system), the National Association of Workforce Boards (which helped to facilitate linkages between this project and local WIBs), and employers involved in the geospatial industry (which were involved in the roundtables and provided ongoing feedback).

**Post-Grantee Status (as of Summer 2006):** The grant continues through December 2006, and in the final months GITA is focusing primarily on sustainability. Some possible sources of funding being explored to sustain the project include: in-kind contributions of members, membership dues, subscription fees, charges for custom reports, and revenues generated from its other sources, including its annual meeting/exhibition show. The grantee is also exploring possible links to the ETA's WIRED Initiative grant, one site of which is in Denver.

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## STRENGTHENING THE OIL AND GAS INDUSTRY

**Grantee:** High Plains Technology Center (HPTC)

**Location of Grant Activities:** Oklahoma, Kansas, and Texas

**Sector Targeted:** Energy

**Type of Grant:** Training and Capacity-Building

**Grant Amount:** \$1,546,463

**Match/Leveraged Amount:** \$528,683

**Grant Period:** 6/03 – 3/06

**Workforce Context:** Despite low, and shrinking, total oil and gas employment, the energy industry is experiencing high worker turnover and retirement rates. Projections show an increase in demand for workers in Oklahoma’s oil and gas extraction occupations, but simultaneously, heavy declines in the supply of skilled extraction workers. Although the industry pays high wages, it is also a high-hazard sector, requiring specialized training not readily available in the targeted region.

**Project Goals:** The purpose of this project was to develop and provide training for new and incumbent workers in the oil and gas industry and to better connect the industry with workforce development resources in Northwest Oklahoma, Southwest Kansas, and the Texas Panhandle.

**Major Project Components:** Under this grant, the High Plains Technology Center (HPTC), one of 29 technology centers in Oklahoma, operated the Oil and Gas Training Center. The project consisted of the following major components:

- *Development of Curricula and Training Materials.* To develop curricula that were responsive to the needs of the employers, the grantee convened meetings with various industry representatives to discuss and gain consensus on the skills needed for specific occupations. In addition, more than 70 companies in the upstream oil and gas industry were contacted to assess worker training needs. Materials were developed for new entrants in four occupational areas: drilling, well servicing, roustabout, and pumping. Similar materials were developed for training incumbent workers in well-servicing (floorhand training), and oil and gas drilling (floorhand training), and oil and gas production (roustabout training and pumper training). Training integrated technical and soft skills with safety training. Other tasks included recruiting and training instructors, who were required to have hands-on experience in the field, and procuring “realistic” equipment and resources for training centers. For example, several employers donated stock tanks for valves for new production simulators for the training sessions. Sessions were developed in English and Spanish, and bilingual instructors were hired.
- *Conduct Training.* Training was targeted to the unemployed and underemployed, as well as incumbent workers who could benefit from further education and training that would enable them move up and fill vacancies in higher-level positions. Participants were

- identified through “a very active” recruitment program, with many referrals made through the WIB. Employers with a history of experience with the grantee were a consistent source of referrals of incumbent workers for additional training. New training sessions were held weekly; each session was completed during a five day, 40-hour week. Specific industry certifications (e.g., forklift operations) were available in addition to certifications for completion of the training sessions. As of 9/30/05, 2,532 individuals received training (1,951 were incumbent workers who received training to enhance their skills and safety and 581 were from the general population, trained for possible employment in the industry). Over the grant period, more than 3,500 received training.
- *Follow-up Activities.* In 2005, the grantee surveyed over 45 companies to collect information on current job vacancies and future training needs. HPTC also conducted a follow-up survey of almost 100 incumbent employees who participated in the training, and found that over 70 percent of new entrant trainees obtained a job, and that pay increases averaged over \$17,000 per year for incumbent workers who received promotions.

#### Key Implementation Challenges:

- *It is essential to have highly qualified instructors for new training programs.* One of the earliest activities of this project involved recruiting instructors for the training programs. Instructors were required to have prior field experience in the occupational area for which they were to provide instruction. Many of these workers were currently, or had previously been, earning over \$100,000 a year and were often not interested in the much lower-paying instructor jobs. Grantee staff attempted to lure them to these jobs by highlighting the comparatively better working conditions enjoyed by instructors. They also recruited former workers in the oil and gas industry who had recently retired.

**Key Partnering Agencies:** Key partners included Workforce Oklahoma (the local WIA agency) and the WIB, which endorsed the project and referred trainees. Other partners who contributed to the development of the training curricula and provided other support and resources included the International Association of Drilling Contractors (IADC), the Association of Energy Service Contractors (AESC), and the Energy Training Council (ETC), the Mid-Continental Oil and Gas Association of Oklahoma and the Oklahoma Independent Oil Producer’s Association. Key employers that contributed cash and/or in-kind resources or support included Unit Drilling, Key Energy Services, Devon Energy, BP and Pool Well Services, among others.

**Post-Grantee Status (as of Fall 2006):** The grant ended in March 2006, but in November 2005, HPTC received a new, two-year, \$2.3 million grant award from the Department of Labor which allowed the project to continue and expand. Training in additional occupational areas (e.g., off-road operations) has been added, and HPTC has developed and implemented specialized industry-relevant training programs (e.g., blowout prevention) in response to input from employers. The latter are funded through both state funds and direct charges to employers. The grantee reports that they continue to enjoy strong support from the industry because of their willingness to respond to and meet their needs in terms of specific types of training and for their ability to supply trained personnel to fill job vacancies. Continued participation of the industry is key to the sustainability of this initiative.

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## MEETING AMERICA'S HEALTHCARE EMPLOYMENT NEEDS: THE JOB CORPS/COMMUNITY COLLEGE SOLUTION

<b>Grantee:</b>	Management and Training Corporation (MTC)
<b>Location of Grant Activities:</b>	Paul Simon Chicago Job Corps Center (Chicago, Illinois), Keystone Job Corps Center (Drum, Pennsylvania), and Cincinnati Job Corps Center (Cincinnati, Ohio)
<b>Sector Targeted:</b>	Health Care
<b>Type of Grant:</b>	Training and Capacity-Building
<b>Grant Amount:</b>	\$1,499,686
<b>Match/Leveraged Amount:</b>	\$54,350
<b>Grant Period:</b>	6/04 – 6/06

**Workforce Context:** The health care industry faces a shortage of qualified health care workers, and in the future, is likely to lack an adequate number of bilingual employees. Unemployed, disadvantaged youth at Job Corps Centers offer a potential pool of workers to alleviate future shortages, but many lack the training and certification to enter in-demand, highly paid jobs.

**Project Goals:** The main goals for the project were to (1) address shortages of qualified health care workers; (2) address likely future lack of bilingual qualified health care workers; and (3) provide jobs in high grow sector (health care) for unemployed and untrained out-of-school youth.

**Major Project Components:** MTC united three MTC-operated Job Corps Centers with community colleges to address the health care workforce challenges in Illinois, Ohio, and Pennsylvania. The project consisted of the following major components:

- *Outreach.* MTC staff developed outreach materials and conducted outreach to attract low-income, out-of-school youth (16 to 24 years of age) into the initiative. To date, a total of 177 participants have enrolled in training.
- *Staffing.* Full-time coordinators were hired at the three participating Job Corps Centers to provide mentoring for participants and serve as liaisons to instructional staff at the colleges. Coordinators provided ongoing support to maximize the chances of successful completion of training and job placement, and conducted assessment and career planning.
- *Courses.* A major portion of the grant funded attendance at community colleges for a range of training (e.g., Medical and Clinical Laboratory Technology, Cardiology Technology, Fire Service Technology, Dietician and Nutritionists, Health and Fitness Technology, Exercise and Massage Physiology, Health Information Management Technology, Radiation Therapy, Licensed Practical Nurse, Registered Nurse, Occupational Therapy, Emergency Medical Technology, Respiratory Care Technology, Medical Assistant, Mental Health Specialist, Phlebotomy Technician, Pharmacy Technician, EKG Technician, Dental Hygienist, Medical Transcriptions, and Surgical Technician).

- *Post-training Support.* After training, Job Corps and community college staff helped students secure jobs, and Job Corps staff provided job retention and other supportive services, as needed.

#### Key Implementation Lessons:

- *Projects that partner with educational institutions require longer than one year to complete, particularly if new instructors are hired.* A major challenge was trying to fit activities into the two-year time-frame of the grant, given the time needed to hire center coordinators, recruit and prepare students for immediate college entry for training, and for students to complete the coursework. The academic calendars at the partnering community colleges were not flexible and classes started shortly after grant award in June 2004. It was difficult to recruit and enroll individuals into classes by August. In addition, colleges did not always offer courses needed to complete requirements in a particular subject in every term. Sometimes participants had to attend classes for longer than two terms because required courses were not offered or open for enrollment. At some colleges, there was competition with the general public for particular class slots. For example, at one school there were only 32 slots for the surgical technologist training, but there were 75 applicants.
- *Many potential trainees lacked the necessary skills to successfully participate in high skills training.* Initially, in part because of the need to get students into training quickly, the three Job Corps centers were not as selective as experience would prove they should have been. Trainee selection was based on specific TABE scores, high school diplomas or GEDs, and completion of a Job Corps training program, but several participants lacked the level of academic skills necessary to be successful in a college environment. A number of enrollees withdrew from training, and it became apparent that entry criteria had to be raised so trainees would be prepared academically for courses.
- *Grantees with little or no prior federal grant experience need early technical assistance on reporting and management requirements.* The training offered did not occur until after the grant had been initiated.
- *The availability of the HGJTI grant helped to increase awareness of the need for advanced training,* leading to higher paying jobs in high growth industry sectors.

**Key Partnering Agencies:** Community colleges provided advanced training in a wide variety of health care professions – (a) *Illinois:* City Colleges of Chicago and the Metropolitan Chicago Healthcare Council; (b) *Ohio:* Cincinnati State Technical and Community College; (c) *Pennsylvania:* Luzerne County Community College and Lehigh/Carbon County Community College. MTC Job Corps Centers worked with organizations (particularly those serving disadvantaged youth) in each of the three localities to recruit youth meeting requirements for the program. The MTC Job Corps centers also partnered with a number of local health care employers and organizations that provided internships, help with job placement, and mentoring.

**Post-Grantee Status (as of Summer 2006):** Regular Job Corps funding and other available sources (such as Pell Grants, scholarships and student loans) are being used to support advanced training at community colleges (such as that provided under the grant). At one site (Chicago), a one-stop career center provided 10 ITA vouchers (up to \$5,000 per eligible student) to continue to cover training costs for Job Corps participants after the grant ended. Job Corps and MTC have continued to emphasize advanced training at community colleges in high growth industry sectors.

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## DISLOCATED WORKERS INTEGRATED SYSTEMS TECHNOLOGY TRAINING PROJECT

<b>Grantee:</b>	National Center for Integrated Systems Technology
<b>Location of Grant Activities:</b>	Cleveland, Shelby, Toledo, and Dayton, Ohio; and Chicago, Elgin, Palos Hills, and Rockford, Illinois
<b>Sector Targeted:</b>	Advanced Manufacturing
<b>Type of Grant:</b>	Training and Capacity-Building
<b>Grant Amount:</b>	\$9,461,606
<b>Match/Leveraged Amount:</b>	\$16,830,867
<b>Grant Period:</b>	6/02 – 12/05

**Workforce Context:** As production equipment and processes become increasingly high-tech, American manufacturers require highly skilled workers who can operate, troubleshoot, and maintain complex, integrated technologies.

**Project Goals:** (1) Assist in establishing Integrated Systems Technology (IST) pilot training programs at eight community colleges in Illinois and Ohio; (2) retrain at least 576 dislocated workers using the IST training curriculum at the community college sites; and (3) 80 percent of those who successfully complete the training find employment.

**Major Project Components:** The main aim of this project was to establish high tech Integrated Systems Technology (IST) training programs in eight community colleges (four located in Ohio and four located in Illinois). Key project activities included the following:

- *Curriculum.* NCIST first had to modify the curriculum that had already been developed by industry leaders (including Caterpillar and Amatrol) to create the 200-Hour Dislocated Worker training program. Once the course modules for the 200-Hour Dislocated Worker curriculum were determined, NCIST worked with each of the community colleges to help establish IST training programs at the colleges.
- *Enrollment.* Dislocated workers enrolled in the IST training programs received 200 hours of instruction in three curriculum areas – electrical, electronic, and mechanical technology. For example, the mechanical component included instruction in the following areas: Hydraulics, Pneumatics, Pneumatics Maintenance, Piping Systems, Electro-Fluid Power, Electronic Sensors, Hydraulic Troubleshooting, Basic Mechanical Drives, Lite Duty V-Belt and Chain Drives and Heavy Duty V-Belt Drives. Some of the pilot sites included “soft” skills instruction to enhance employability (e.g., job readiness instruction, resume preparation, job search techniques, etc.). The project enrolled 647 trainees, which exceeded its goal of 576 trainees. 78 percent completed training, and approximately 75 percent were placed in jobs.
- *Career Centers.* One-Stop Career Centers played an important role in recruiting WIA-eligible individuals (mostly dislocated workers) to participate in the initiative and placing



participants into IST positions. One-Stop Career Center staff screened each individual for IST training and, if appropriate, enrolled the individual in WIA (mostly under the Dislocated Worker program) and provided each individual with an individual training account (ITA). A One-Stop Career Center case manager monitored each participant's progress and provided supportive services while in the IST training.

- *Coordination.* In its role as key coordinator of this effort, NCIST (1) provided quality assurance regarding the professional development of instructors within the eight participating community college IST programs; (2) provided information regarding the IST program to participating One-Stop Career Center personnel so that they could adequately explain the program to potential enrollees; (3) developed and disseminated IST program marketing materials for One-Stop Career Center personnel to use in recruiting dislocated workers into the IST programs; (4) designed and maintained an Intranet site as a communication tool for all project entities (e.g., to share information, post job openings, share strengths and weaknesses of differing service approaches, etc.); (5) developed a “white paper” delineating the most effective ways to use industrial advisory councils; and (6) served (and continues to serve) as a national clearinghouse for the dissemination of information.

#### Key Implementation Lessons:

- *Projects working with multiple colleges require flexibility to adapt to different educational and administrative environments.* Each of the eight different community colleges had a different culture and different personalities. NCIST project staff found that they had to be flexible and adapt to the unique environment, culture, and staff at each college. This required some modification/tailoring of the curriculum, instructional methods, and duration of training.
- *Effective methods of ongoing communication are critical when multiple partners are involved across several jurisdictions.* Many partners were involved in this initiative, spread across two states and four localities in each state. The community colleges and One-Stop Career Centers were convened several times early in the initiative which helped in launching the initiative, but it was difficult to bring together the partners involved to share implementation experiences over the course of the project.
- *The state of the local economy affects employers' ongoing involvement in projects that train dislocated workers.* The two grants for Ohio and Illinois were implemented shortly after 9/11 when local economies were depressed and there was an abundance of dislocated workers to serve. The grantees found that as economic conditions improved the numbers of available and interested dislocated workers interested in manufacturing began to dry up. This gradually made recruitment more difficult—and while the Illinois sites continued to limit recruitment to dislocated workers, sites in Ohio extended recruitment to the disadvantaged adults served under WIA.

**Key Partnering Agencies:** This project involved extensive linkages between NCIST and eight participating community colleges that established IST training programs and provided instruction to program participants: (a) four Illinois Community Colleges (Elgin Community College, Moraine Valley Community College, Richard J. Daley College, Rock Valley College) and (b) four Ohio Community Colleges (Cuyahoga Community College, North Central State College, Owens Community College, Sinclair Community College). Local Workforce Investment Boards (WIBs) were critical partners in each locality, helping to recruit and assess dislocated workers, enroll individuals into WIA and then refer them to the IST training program (at the community college), and provide job placement assistance. The following local WIBs were involved: (a) in Illinois – Local Workforce Investment Area # 5 (serving DeKalb, Kane & Kendall Counties);



Local Workforce Investment Area # 7 (Most of Cook County); Local Workforce Investment Area # 9 (City of Chicago); Local Workforce Investment Area # 3 (Boone and Winnebago Counties); and (b) in Ohio – Local Workforce Investment Area #3 (Cuyahoga County); Local Workforce Investment Area #17 (Ashland, Crawford, Morrow, Richland Counties); Local Workforce Investment Area #10 and 11 (Lucas and Wood Counties); and Local Workforce Investment Area #37 (Greene County). A range of employers in the advanced manufacturing sector provided input on curriculum, attended employer advisory groups, and hired participants.

**Post-Grantee Status (as of Summer 2006):** The IST training programs continue to be offered at the eight community colleges. While they continue to serve WIA dislocated workers, they have been expanded to serve WIA adults, incumbent workers, apprentices, associate degree students, and high school tech prep students. In addition, NCIST received a \$5.8 million HGJTI grant in January 2005 to replicate the IST training program in four new states—North Carolina, Pennsylvania, Texas, and Wyoming. The grant will allow additional states to develop new centers at four community colleges that partner with, and serve the workforce needs of, regional manufacturers. NCIST will work directly with community colleges to establish the IST training programs and to facilitate partnerships with WIBs/One-Stop Career Centers in each locality. Under this new grant, NCIST will also expand its training curriculum to create a two-year associate degree program in Advanced Integrated Manufacturing Systems Technology (AIMST), which will be pilot tested at one of the participating community colleges (Owens Community College).

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## COMPETENCY-BASED NATIONWIDE APPRENTICESHIP SYSTEM FOR THE METALWORKING INDUSTRY

<b>Grantee:</b>	National Institute for Metalworking Skills (NIMS)
<b>Location of Grant Activities:</b>	Nationwide
<b>Sector Targeted:</b>	Advanced Manufacturing
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$1,956,700
<b>Match/Leveraged Amount:</b>	\$1,720,000
<b>Grant Period:</b>	7/03 – 6/06

**Workforce Context:** Despite offering high-wage job opportunities with significant career advancement potential, the metalworking industry has had difficulty attracting skilled workers and training incumbent workers to advance on available career ladders. The lack of consistent, competency-based metalworking training methodologies is one reason the industry is having difficulty developing and growing its current and potential workforce. Many manufacturing apprenticeship programs currently consist of time-based (versus competency-based) on-the-job training, coupled with related theoretical instruction. However, these methods neither define nor quantify the skill level of apprentices in a manner that is consistent across the metalworking industry, in which jobs range from Mold Maker to CNC (Computer Numerical Controlled) Specialist.

**Project Goals:** The goal of this project was to establish a new, more economical, rational, effective, and efficient competency-based apprenticeship system that overcomes the problems of the time-based apprenticeship model and integrates the NIMS-developed national industry skill standards and skill certifications for the metalworking occupations. This new system would be competency-based; permit multiple entry and exit points; provide the opportunity to receive post-secondary academic credits for credentials earned; allow for portability of credentials across the industry and across the nation; adapt to changes that impact the industry; and allow maximum customization to meet unique company needs.

**Major Project Components:** NIMS' approach for developing a competency-based apprenticeship system consisted of three key components: development of a system design; establishment of a minimum of six apprenticeship programs; and the development and implementation of a program for the Office of Apprenticeship at DOL/ETA.

- *Development of System Design.* An expert panel with members drawn from the industry was convened to build on the NIMS skills standards to define competencies required for apprenticeable occupations in each of the four major occupational areas (metalforming, machining, die making, and machine building) and 24 sub-occupation areas. Required competencies were identified within each area, and career paths for both horizontal and upward mobility were defined. A comprehensive review and validation process by over

200 industry representatives was conducted to ensure industry buy-in and consensus. Curriculum guides were also developed for each required competency. Implementation guides for industry or government staff to follow in establishing the new apprenticeship programs were developed. These guides included sample articulation agreements to provide apprentices with the opportunity to receive post-secondary academic credit for NIMS credentials earned.

- *Establishment of Six Apprenticeship Programs.* National guidelines and standards for eight apprenticeship programs in the metalworking industry were established; two others are in the draft stage. Thirty-six employers conducted the pilot testing of these programs.
- *Development and Implementation of Training Program for DOL/ETA's Office of Apprenticeship.* Members of the grantee team worked closely with DOL/ETA to develop a program to train DOL/ETA staff to implement the new apprenticeship programs nationwide.

#### Key Implementation Lessons:

- *Developing, maintaining and updating specific occupational competencies required ongoing review and revision.* A key challenge in this project involved developing and maintaining core competencies for the selected occupations. Specifically, this required gaining consensus among federal agencies, state agencies and employers on the required competencies and to finding ways to keep the standards current and valid. State apprenticeship council regulations and requirements as well as federal requirements had to be considered, even if they sometimes conflicted.
- *Businesses are not always interested in partnering with government programs.* In the absence of incentives some employers, particularly smaller companies, have to be convinced to become involved with the federal government by registering their apprenticeship programs. They must believe their participation will ultimately benefit their business.

**Key Partnering Agencies:** Several major trade associations, representing over 6000 employers are the key NIMS stakeholders. These associations, the Association for Manufacturing Technology, the American Machine Tool Distributors Association, the National Tooling and Machining Association, the Precision Machined Products Association, the Precision Metalforming Association, and the Tooling and Manufacturing Association, have invested \$7.5 million in the development of the NIMS standards and assessments. Twelve industry representatives participated in the expert panel, and over 200 reviewed the core competencies. Thirty-six industry employers also conducted and tested pilot apprenticeship programs.

**Post-Grantee Status (as of Fall 2006):** Many of the tasks for this project were completed by the end of the grant period, such as the development of the competencies and the curriculum guides. The grantee received a second HGJTI grant for \$939,815 to *Develop and Implement Flexible Training Options in the Advanced Manufacturing Industry*, which continues ongoing development and support. Approximately 300 individuals are currently participating in apprenticeship training.

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## SKILLS CENTERS AND TRAINING MODELS: BUILDING CAPACITY THROUGH BUSINESS PARTNERSHIPS/RETAIL LEARNING LEADERSHIP

<b>Grantee:</b>	National Retail Federation Foundation (NRFF)
<b>Location of Grant Activities:</b>	Nationwide
<b>Sector Targeted:</b>	Retail
<b>Type of Grant:</b>	Training and Capacity-Building
<b>Grant Amount:</b>	\$2,815,000 (1 <sup>st</sup> grant) + \$2,250,000 (2 <sup>nd</sup> Grant) = \$5,065,000
<b>Match/Leveraged Amount:</b>	\$3,500,000
<b>Grant Period:</b>	3/03 – 6/06

**Workforce Context:** The retail industry faces a variety of challenges in attracting, training, and retaining employees, including poor public perception of retail work, high turnover, significant language barriers among employees and a lack of consistent training models and skills certifications that can be used consistently across the industry to build similar skills requirements for positions at all levels and encourage career growth.

**Project Goals:** The goal of this project was to incorporate the experience of NRFF in developing retail skills centers, which provide mall tenants and employees, surrounding employers and job seekers with retail and customer service training, to expand the number and scope of its retail skills centers, thereby extending service to many more employers and encouraging their use of the public workforce system. Located in shopping centers (and co-located with One-Stop Career Centers where possible), these retail skills centers help employers recruit, retain, and advance workers through a range of training options, from language and employability skills classes to customized seminars. Replicable training models and tools to extend services to more retail employers and employees would also be developed. A related goal was to build awareness of, and interest in, the retail industry as a high growth area, particularly among those in the regional and local Workforce Investment Systems. The goal of the second grant, *Retail Learning Leadership Initiative*, was to work with retail employers to develop, distribute and test core competency and training curricula models for each level in industry career ladders.

**Major Project Components:** These two grants had three main components: (1) Skills Center Development; (2) Training and Career Development; and (3) Retail Learning Career Ladder Development and Training.

- *Skills Center Development.* NRFF worked with various partners, including shopping mall developers, community colleges and the Workforce Investment system in 19 states and the District of Columbia to develop up to 38 Skills Center projects. As of June 2006, 20 centers were in operation, with 12 of these developed under this grant. Six were under construction or final implementation and an additional 14 are proposed for potential development. Although various models were implemented, many of the centers developed under this grant are co-located or work closely with One-Stop Career Centers. Several are located in shopping centers in space donated rent-free by mall developers.

Community college partners operate several of the centers. Eight Skill Center Hubs were also identified, with one aligned with each of the Department of Labor's (DOL) federal regional offices.

- *Training and Career Development.* Activities conducted at Skills Centers included orientations, customized training for employers, job fairs, sales and service training classes, recruitment events and specialized classes focusing on specific topics. During the grant period, 3,869 job seekers were placed, 5,322 job seekers were trained and 9,774 individuals received some type of industry certification from community colleges/schools, One-Stops, Skills Centers, retailers, or other groups. Additionally, train-the-trainer sessions were held for 350 trainers who could then conduct subsequent activities and classes.
- *Retail Learning Career Ladder Development and Training.* NRFF distributed both associate and management training models by business partners Toys-R-Us and Saks, Inc. With review and feedback from the businesses, NRFF refined skills standards, and developed cross-industry career ladders, competencies, and corresponding training curricula. These materials were then distributed to the public workforce system, other industry employers, and education and training organizations. Using the training models, Toys-R-Us trained 128,000 employees and Saks, Inc., trained 44,881 employees.

#### Key Implementation Lessons:

- *Some industries have negative public images, which must be changed to attract potential workers.* One challenge faced by grantee staff was the need to overcome preconceived negative notions about the “dead-end” nature of retail jobs and to demonstrate that career paths and career opportunities are available in the industry.
- *Each potential training site or institution has unique context- and partner-specific challenges that must be resolved before the program can be implemented.* Each potential site had unique characteristics and had to be approached differently, so there was no “cookie-cutter” approach that could be followed nationwide. Staff had to make sure progress was made in multiple sites and that all state and local partners were moving forward.
- *Business and government partners may undergo changes that can affect their participation in projects.* Two employers in this project had major organizational changes that impacted ongoing operations. Toys-R-Us filed for bankruptcy and Saks, Inc. was purchased by another company. In addition, a Skills Center in Louisiana was forced to halt operations after Hurricane Katrina.

**Key Partnering Agencies:** Key partners included shopping mall developers such as Westfield, Glimcher, Mills, Pyramid and others who provided space for the Skills Centers and often provided staff support and linkages to other developers. Other major partners in the development of Skills Centers included local city and county government agencies, Mayors' Offices of Workforce Development, local economic development agencies, state labor agencies, national partners such as AARP and LaRaza. Employer partners that developed, tested and provided input on the core competencies, curricula, and training models included Toys-R-Us, Saks, Inc., CVS, and Home Depot.

**Post-Grantee Status (as of Fall 2006):** This grantee was also awarded a third HGJTI grant for \$99,900 in July 2005, *Extreme Makeover: Retail Careers in the Spotlight*, to develop a career awareness and image campaign designed to promote retail and related careers. A full-length video was produced and is available on both the NRF and DOL's Career Voyages website. NRFF staff have approached DOL about additional funding to continue and expand work in this area and have also considered pursuing funding opportunities with private foundations and other

sources. American Express provided resources for work on industry certifications and credentials. Staff have also continued to provide technical assistance to the Skills Centers, particularly in terms of seeking sustainability support as Centers are expected to be self-supporting within three years.

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## GOVERNOR'S HEALTHCARE WORKFORCE INITIATIVE – STATEWIDE SIMULATION ALLIANCE FOR TRAINING OREGON HEALTH CARE WORKERS

<b>Grantee:</b>	Oregon Department of Community Colleges and Workforce Development
<b>Location of Grant Activities:</b>	Oregon (Seven regional consortia within state were awarded sub-grants and received simulators)
<b>Sector Targeted:</b>	Health Care
<b>Type of Grant:</b>	Capacity-building and Training
<b>Grant Amount:</b>	\$300,000
<b>Match/Leveraged Amount:</b>	\$450,000
<b>Grant Period:</b>	6/04 – 5/06

**Workforce Context:** Overcoming nursing shortages requires that the education system devise ways to supply clinical facilities and faculty. Otherwise, the education system will be unable to fill the pipeline with qualified nurses.

**Project Goals:** The central goal of the grant was capacity-building—bringing simulation equipment to localities to support expanded education of health care workers and forging local/regional consortia that address problems of workforce development related to health care workers. Over the long run this project was aimed at making possible to train more health care workers to meet demand, including training health care workers in more remote rural areas of the state.

**Major Project Components:** The main project components and tasks centered on forging regional partnerships and enhancing capabilities throughout the state to train nurses with the use of simulators. Key initiative tasks included the following:

- *Regional Meetings and Community Outreach.* The first task was to conduct regional meetings around the state to familiarize health care organizations and workforce development organizations about the grant's purposes and availability of funding. Informational meetings were held in over a dozen regions across the state. Community colleges were the most common location for the regional meetings, with representatives of other institutions and organizations participating. A coordinator from the Governor's office coordinated the meetings.
- *Local Consortia.* Based on the information provided at the regional meetings, interested local organizations formed consortia to prepare and submit a grant application to obtain the SimMan simulator and training package on how to use the simulator. Partnerships varied by region, but generally included representation from community colleges, hospitals, workforce development boards, and other organizations and employers with a stake in training health care workers. The grantee formed an evaluation committee (from education and workforce development agencies) to review and score applications



submitted by regional partnerships. Under the HGJTI grant a total of seven consortia were awarded grant funds to purchase the simulators. The simulators generally were located at community colleges, but also at allied health units of hospitals.

- *Train the Trainer Workshops.* The third major task involved providing train-the-trainer workshops on how to use the simulators. Three training workshops were conducted, each lasting one or two days. A lead individual from each of the partnerships attended a train-the-trainer workshop sponsored by the Oregon Health Science University (in Portland). These lead trainers went back to their local areas to provide training to three or four other instructors involved in the local partnership. Several follow-up training workshops were subsequently held.
- *Formation of a Statewide Simulation Alliance.* To ensure that partnerships would continue after the end of the HGJTI funding, and that the use of the simulators would expand to other localities in the state, a Statewide Simulation Alliance was formed as a 501(c)(3) organization. This group, which includes representatives from hospitals, colleges, emergency services, workforce development agencies, and other agencies, meets regularly to share information, assess labor market conditions, identify potential funding sources, and plan future expansion of the use of simulation to other regions/localities of the state.

#### Key Implementation Lessons:

- *“There are never enough resources.”* Additional funding would have allowed the effort to expand to other regional partnerships in the state.
- *Turf issues are normal, should be anticipated, and must be resolved early.* At the beginning of the initiative, there were “turf” issues among some education partners that were used to operating fairly independently. There were also some turf issues among hospitals and other health care systems, especially around some information that was considered proprietary and could impact their competitive advantage.
- *The concept of labor shortages can be controversial.* There is not necessarily agreement on whether there is a labor shortage in a particular field, and different perceptions can have an impact on wages within a profession, which can affect both companies and workers. For example, in a field such as radiology it is possible that if new radiologists are trained that wages could go down, meaning there may be resistance among current workers to expand the workforce.
- *There is a rural/urban divide when it comes to training of health care professionals, which affects the types of training models that might be appropriate.* In terms of training health care workers, distance and capacity issues often need to be overcome in rural areas. An advantage of using simulators is that a clinical environment for training health care workers can be established even in sparsely populated rural areas (which lack large medical facilities and teaching hospitals).
- *There are some longstanding perceptions about training methods and technology that need to be overcome in order to introduce new approaches.* Some educators still do not believe it is possible to train health care workers with simulators (versus clinical experience with real patients).

**Key Partnering Agencies:** This project had strong linkages between health care trainers and the workforce system. Among the key partners were the following:

- **Community College Health Care Action Plan** – This is an organization of community colleges that focuses on preparing students for health care professions. This organization assumed a leadership role, particularly with respect to setting up regional meetings.

- Local Workforce Investment Boards (WIBs) – Local workforce development agencies were part of local coalitions. Some WIBs have also committed funding after the end of the grant period to purchase simulation equipment and support continued training (patterned after what was accomplished under the HGJTI grant).
- Oregon Health Science University – This institution provided the train-the-trainer workshops at its simulation center.
- Northwest Health Foundation – This organization helped with evaluation of the effort.
- Oregon Consortium for Nursing Education (OCNE) – This organization helped with analysis of labor market conditions in the health care sector.

**Post-Grantee Status (as of Summer 2006):** The grant activities are continuing after the grant ended. A key to its continuation is the formation of the Statewide Simulation Alliance, which includes state and local stakeholders (including individuals from local partnerships formed under the grant). This group is charged with “carrying the ball forward”—including making plans for expansion of simulation equipment to other localities and securing new funding through a variety of sources (including local WIBs). Through the continuing efforts of the Simulation Alliance there are now 20 regional/local consortiums with centers and/or equipment. Funding has come from private investments, college investments and other grant funds.

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## CONNECTING THE WORKFORCE INVESTMENT SYSTEM TO SMALL AND EMERGING BUSINESS

<b>Grantee:</b>	RISEbusiness (Research Institute for Small and Emerging Business)
<b>Location of Grant Activities:</b>	Nationwide (Grant activities took place at RISE headquarters in Reston, Virginia)
<b>Sector Targeted:</b>	Not-Sector Specific/Small and Emerging Businesses
<b>Type of Grant:</b>	Capacity-Building
<b>Grant Amount:</b>	\$150,000
<b>Match/Leveraged Amount:</b>	None
<b>Grant Period:</b>	6/02 – 9/03

**Workforce Context:** Although the small business sector represents more than half of the U.S. Gross Domestic Product, employs the majority of the workforce, and creates most of the net new jobs in the economy, there is a lack of available or easily-accessible information relating to jobs in this sector. Over the next two decades smaller businesses will need to be sensitive to the changing labor force in order to remain competitive. To do so, they will need to work closely with the public workforce system.

**Project Goals:** The goal of this initiative was to gain an understanding of the level of awareness and utilization of workforce system services by small and emerging businesses in an effort to improve the ability of the workforce system to successfully interact with and better meet the needs of small businesses. The grantee aimed to achieve this goal by working closely with a consortium of strategic partners to conduct research on the human-capital needs of small businesses and disseminating findings throughout the workforce investment system.

**Major Project Components:** This project, which examined the relationship between small and emerging businesses and the workforce system, included three key components, described below:

- *Review of Existing Literature and Development of Research Plan.* To build on existing knowledge, the grantee conducted an extensive search and review of available literature and research (e.g., studies conducted by the U.S. Chamber of Commerce and the General Accounting Office (GAO)) and spoke with business leaders and others knowledgeable about employer services for smaller business. The grantee also conferred with various state and local partners (e.g., WIB members) and associations such as the National Association of Workforce Boards and small business organizations, to collect additional information on this topic. Key research questions were defined in consultation with the grantee's constituent group and a research methodology was developed. The research focused on ways in which smaller businesses differ according to market segment, which market segments are most likely to need or use specific services, and which are currently served or could be served by the workforce system.

- *Data Collection and Analysis.* The grantee’s five-person team conducted seven case study site visits to workforce development organizations in rural, urban, and suburban economies including: WorkSource (Jacksonville, Florida); Workforce New York (State of New York); NOVA (Sunnyvale, CA); State of Vermont; San Diego (CA) Workforce Partnership; The WorkPlace (Bridgeport, CT); and the Greater Long Beach (CA) Workforce Development Board. Members of the team conducted one-on-one and group interviews with WIB administrators and staff and One-Stop Center staff as well as representatives of small business organizations. Focus groups with small business owners were also conducted. Site visits were supplemented with additional telephone interviews with other workforce development organizations. A final report summarizing findings and recommendations was prepared and submitted to DOL and received final approval in September 2003. The report, which included an implementation timeline and an extensive bibliography, also identified “best practice” WIBs that were successful in conducting outreach to small and emerging businesses.
- *Dissemination of Findings.* The original grant application called for widespread distribution of the final report to state and local workforce system staff as well as posting on the DOL/ETA website. However, the grantee did not know how widely the findings were distributed by DOL/ETA, if the report was posted on the website, or if a press release was issued.

#### Key Implementation Lessons:

- *Limited funding restricts implementation options, particularly during design and development.* Although grateful for the funding provided, the grantee noted that the limited funds awarded under this grant restricted their ability to travel to and conduct site visits with additional workforce development organizations. They noted that the funding level forced them to “work smart” and to complete a great deal of preliminary work by phone and on-line prior to conducting fieldwork.

**Key Partnering Agencies:** Key partners that contributed to grant activities included the National Center on Education and the Economy (NCEE) (staff members were on the data collection team), the National Small Business Association (NSBA) and the Young Entrepreneurs Organization (YEO) (which arranged for members to meet with grantee team members) as well as other strategic partners such as National Small Business United (NSBU), Kauffman Center for Entrepreneurial Leadership, Council of Growing Companies, and the National Foundation for Teaching Entrepreneurship, among others.

**Post-Grantee Status (as of Fall 2006):** This HGJTI grant ended in September 2003. Attempts were made to secure additional funding from DOL to build on the work completed under this grant but no additional funds were awarded.

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## SAN JUAN COLLEGE REGIONAL TRAINING CENTER

<b>Grantee:</b>	San Juan College
<b>Location of Grant Activities:</b>	Farmington, New Mexico (training activities) and New Mexico, Colorado, Arizona, and Utah (recruitment activities)
<b>Sector Targeted:</b>	Energy
<b>Type of Grant:</b>	Training
<b>Grant Amount:</b>	\$2,113,127
<b>Match/Leveraged Amount:</b>	\$2,500,000
<b>Grant Period:</b>	2/03 – 10/05

**Workforce Context:** The critical oil and gas industry in the Rocky Mountain States (New Mexico, Colorado, Utah, and Wyoming) faces a worker shortage, as well as high turnover and poor retention rates. In addition, the potential labor pool in these areas is predominantly Spanish- or Navajo-speaking, creating barriers to meeting the industry's immediate and forecasted workforce needs. Since training for the industry requires on-the-job experience with costly industry-current equipment, it is a financial challenge to train sufficient numbers of workers across this wide area.

**Project Goals:** Develop the San Juan College Regional Training Center for the energy industry, to train unemployed and underemployed workers so that they can fill high paying jobs in the region's oil and gas industry, which is facing critical shortages of skilled production workers.

**Major Project Components:** This grant focused on providing short-term training for careers in the energy field, and placing those completing training into high-paying and rapidly growing jobs in the energy sector. This project had several important program components.

- *The San Juan College Regional Training Center* (now the School of Energy) provided short-term skills training in four primary areas: (1) Universal Safety training – a one- to five-day course designed to prepare students to enter the energy industry with full understanding of federal, state and local laws; (2) Commercial Drivers License (CDL) A and B training – a five-week training course providing training in operation of trucks and other vehicles involved in the energy sector, culminating in receipt of CDL; (3) Gas Compression Technician training – a six-month training program; and (4) Petroleum Technology training – a one-week to four-week training program. Classroom and hands-on training was provided at the San Juan Colleges main campus and three training site locations. At the end of the training program, participants received a Certificate of Completion.
- *Recruitment and screening of participants* for this initiative took place at 12 to 15 One-Stop Career Centers across four states (New Mexico, Colorado, Utah, and Arizona). These partnering One-Stops presented information about the initiative and recruited interested customers at the one-stop centers (primarily dislocated workers). The One-Stop

staff assessed each individual's interests and capabilities for undertaking the skills training offered by San Juan College. For example, One-Stop Career Center staff tested for basic skills and as appropriate and provided remedial literacy instruction. Each individual referred by the One-Stop Centers completed an Individual Education Plan (IEP), was enrolled into WIA, and was provided with an Individual Training Account (ITA) to pay for training. In addition, One-Stop staff provided ongoing supportive services, monitored each participant's progress through training, and once training was completed provided job search and placement assistance. A total of 750 trainees were enrolled, which exceeded the 400 expected trainees. Ninety percent of trainees were placed in jobs, many of these jobs paid in excess of \$15 per hour.

- *Community college and One-Stop Career Center staff* helped each individual to find a job upon successful completion of training and, once employed, tracked retention and provided additional supportive services.

#### Key Implementation Lessons:

- *Gaining consensus among several partners is the first critical task in developing new training.* Partners come to projects such as this one with preconceived ideas about goals and how the project should work. It is important to gain consensus across partners on goals and operations of the initiative and then work day-to-day on the routine tasks of keeping the partnership together and working effectively.
- *Industry and community colleges sometimes work at a different pace.* Companies want training to be flexible – moving participants into training at any time and through training quickly so that skilled workers can be integrated into the workplace. Community colleges work at a slower pace to make certain that students learn the skills required so that they can be effective once they are hired.

**Key Partnering Agencies:** Local WIBs and One-Stops in four states (New Mexico, Colorado, Utah, and Arizona) were critical partners in this initiative (see above for overview of role). Employers in the Energy Sector (Burlington Resource, Key Energy, BP America, Halliburton, Conoco-Phillips, Schlumberger) were very supportive of the initiative. The main role of these employers in the initiative was to hire participants once they had completed training. Employers also provided some referrals to the project. Energy Trade Associations (the New Mexico Oil and Gas Association, Gas Compression Association, American Petroleum Institute (Four Corners Chapter and Association of Desk and Derrick) provided strong ongoing support, promoted the program, and provided guidance to help shape the training program at San Juan College.

**Post-Grantee Status (as of Summer 2006):** Though the grant ended in October 2005, training continues in the same manner at San Juan College. The partnerships built with the local WIBs in the region continue, with referrals still being received from the One-Stop Centers. Nearly 3,500 individuals go through the training program each year. In addition, based on the result of the project, San Juan College has upgraded the unit responsible for the grant to the School of Energy.

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## THE CONTEXTUALIZED LITERACY PRE-LPN PROGRAM

<b>Grantee:</b>	SEIU United Healthcare Workers East (1199 SEIU)
<b>Location of Grant Activities:</b>	Syracuse, Westchester, White Plains, and the Bronx in New York
<b>Sector Targeted:</b>	Health Care
<b>Type of Grant:</b>	Training and Capacity-Building
<b>Grant Amount:</b>	\$192,500
<b>Match/Leveraged Amount:</b>	\$46,000
<b>Grant Period:</b>	6/04 – 11/05 (extended to 11/06)

**Workforce Context:** There is an ongoing shortage of healthcare workers at every level. As a major labor organization representing healthcare workers, SEIU has developed pre-LPN training activities to help fill entry positions. Many SEIU members, though, have insufficient preparation to directly enter nursing programs due to deficiencies in basic skills.

**Project Goals:** The main goal of this project was to build upon and enhance existing pre-LPN training. The grant is intended to address the shortage of Licensed Practical Nurses (LPNs) by helping lower-level healthcare workers to complete LPN training programs. This initiative builds upon previous SEIU pre-LPN training activities by enhancing the level of services for trainees, raising their skill levels to enable them to pass training entrance exams, and opening up the pool to homecare workers as well as long-term care workers.

**Major Project Components:** This grant was focused on providing pre-LPN training. The program involved recruitment, training, and placement into LPN programs:

- *Recruitment.* The program recruited from SEIU members working in nursing homes and long-term care facilities. They conducted presentations at the workplaces, sent out letters, and held meetings. Workers interested in the program reported to one of the four training sites where they were given the TABE test. Initially, the plan was to only enroll those applicants who tested at a 10<sup>th</sup> grade reading and mathematics level. However, they were unable to create a pool of applicants with the required 10<sup>th</sup> grade reading level, so they also accepted those with an 8<sup>th</sup> grade reading level. Those applicants who tested below an 8<sup>th</sup> grade level were referred to other remedial education. The program recruited 171 trainees across nine different classes.
- *Training.* The program consisted of classes in Science, Math, and English. Classes were held three days per week for three hours per nine-month session.
- *Post-training Placement.* After the program, some trainees enrolled in formal LPN training programs and some enrolled in other college programs. As of September 2006, there were 106 completers, 86 completers awaiting placements, and 20 completers that have been placed in an LPN or college program.



### Key Implementation Lessons:

- *Many students need tutoring.* Some participants had difficulty with their coursework, even though they met the basic skills requirements. Remedial tutoring was an important part of the program to ensure students received the academic support necessary to keep up with the coursework.
- *Many working students need support on personal issues, particularly time management.* Since most of the students were also working and many were parents, it was quickly evident that many needed help, support and guidance to adequately manage their time between school, family and work obligations.

### Key Partnering Agencies:

- Employers helped by providing for work release time for classes.
- The Consortium for Worker Education provided trainers and training space at one site.
- Hostos Community College and CUNY colleges provided placement for LPN training post-graduation.

**Post-Grantee Status (as of September 2006):** After the grant period, Pre-LPN training activities will drop down to about the same level as before the grant. The HGJTI grant allowed them to leverage funding from other funding pools, which went into curriculum development. Under the HGJTI grant, they are able to pay for books for students. Future grant activities will be more generic, and will not include some of the extra services such as tutoring assistance.

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## HEALTHCARE SERVICES BUSINESS CONNECTION

<b>Grantee:</b>	Tacoma Pierce County Employment and Training Consortium
<b>Location of Grant Activities:</b>	Pierce County, Washington
<b>Sector Targeted:</b>	Health Care
<b>Type of Grant:</b>	Training and Capacity-Building
<b>Grant Amount:</b>	\$762,659
<b>Match/Leveraged Amount:</b>	\$744,039
<b>Grant Period:</b>	5/04 – 10/05

**Workforce Context:** There will be significant loss of talent through retirement in the healthcare industry over the next several years. At the same time, the nursing industry is rapidly developing, and specialized workers in areas such as invasive cardiology are needed. The nursing industry needs to develop its existing pool of incumbent workers, attract high school students, and draw from non-traditional populations such as racial minorities, immigrants, and men.

**Project Goals:** This grant was intended to attract and train a younger and more diverse workforce. Strategies were developed to ensure (1) a sufficient supply of trained healthcare workers; (2) health services workers have the skill sets to provide quality care; (3) Pierce County residents have access to industry-specific training that results in employment and career progression in health services; (4) the healthcare industry is assisted in its ability to retain staff awareness of healthcare careers and training opportunities.

**Major Project Components:** This grant brings together employers, secondary and post-secondary schools, organized labor, and the local workforce development system in a comprehensive initiative to develop the pool of candidates for nursing careers, provide specialized training, and create career ladders for incumbent workers in the health care industry. There were four components, or programs, to this initiative:

- *Western Washington Invasive Cardiovascular Technologist Training Program* – Spokane Community College developed and administered a training program for Invasive Cardiovascular Technologists. The course was broadcast over the Internet and administered using BlackBoard technology. The program was enhanced with real clinical internships. Students for the course included high school graduates, incumbents, and dislocated workers. Healthcare employers provided sponsorships for students, and local community colleges provide advising and application assistance. During the grant period, 25 students enrolled in this training.
- *Comprehensive Career Coach Program (CCCP)* – This program developed career ladder opportunities for incumbent workers in the healthcare sector. WorkSource (i.e., One-Stop) Career Coaches were collocated at the participating hospitals to provide career coaching to healthcare employees. The Career Coaches provided career guidance, testing, vocational assessment, and training funds, assistance negotiating work releases with supervisors and managers, assistance in mapping career plans, access to

WorkSource resources, and ongoing coaching and mentoring. A total of 105 workers enrolled in this program.

- *Health Educator Network* – The consortium developed a website to help colleges, universities, and healthcare organizations find and hire the healthcare educators they need for their instructional programs. The goal was to recruit potential educators and connect them to job openings. The website was launched in September 2005. The organization created publicity for the website through an e-mail campaign. They also created marketing materials to encourage workers to become health educators, including posters, flyers, rack cards, and post-it notes.
- *Targeted Populations Outreach Program* – This program reached out to minority and youth populations to create career awareness. It included several activities and projects, including a healthcare occupations workshop with outreach materials translated into Spanish, Korean, and Russian; a summer camp for high school students interested in careers in nursing; and a job shadowing and volunteer program for high school students. The secondary school system and employers played a major role in this effort.

#### Key Implementation Lessons:

- *Previous experience and partnerships can help in designing new programs and approaches.* There were no major implementation problems in this project because most of the concerns were worked out prior to the program as a result of earlier health care initiatives operated by the grantee.
- *Translating curricula materials into different languages can help reach new populations.* While it took extra time and effort, presentations in different languages were important. The workshop materials were translated into three different languages, which required extra effort to coordinate and recruit translators and presenters.

#### Key Partnering Agencies:

- *Employers:* Multicare Health System, Franciscan Health System, and Good Samaritan Community Care provided in-kind donations of resources, sponsored students in the training program, helped to run the summer camps, and provided input and strategic support.
- *Long-term care partners:* Tacoma Lutheran Home, Rainier Vista, and ManorCare Health Services participated in the Career Coaching Program for Incumbent Workers.
- *Community Colleges and Universities:* Numerous post-secondary schools – including Bates Technical College and the University of Washington-Puget Sound, were linked to the Health Educator Network and were involved in other program initiatives.
- *Labor:* Local 141 UFCW provided input on program strategies and ongoing support for the various initiatives.

**Post-Grantee Status (as of October 2006):** Using a combination of cash contributions, WIA funding, and funding from employers, all of the activities operated with the grant funds have been sustained after the grant period. The ICT training continues with employer sponsorships and major hospitals continue to fund the summer camp. WIA funds have been used to support the incumbent worker training.

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ICT Program website – [www.spokane.edu/hes/alliedh/ictwest.htm](http://www.spokane.edu/hes/alliedh/ictwest.htm)

**APPENDIX B**  
**PROJECT GOALS AND ACCOMPLISHMENTS OF THE HGJTI GRANTEES**

HGJTI Grantee	Overall Project Goals	Key Accomplishments
Alameda County Workforce Investment Board	<ul style="list-style-type: none"> <li>• Develop career pathways in biotech manufacturing, facilities management, quality control and product engineering by expanding and refining a successful pilot conducted by San Mateo County.</li> <li>• Work with local community-based organizations to create a “bridge” program to prepare low-skilled individuals for entry-level training by offering English, math and communication skills training, as well as career orientation and social support.</li> <li>• Train up to 150 individuals for entry-level pathway positions as biotech manufacturing technicians and to retrain 40 dislocated engineers from the airline, aerospace, and IT sectors for career pathway positions in facilities management, quality control and product engineering.</li> </ul>	<ul style="list-style-type: none"> <li>• As of June 2006, training outcomes were as follows: enrollments = 184; exits = 147; entered employment rate = 93 percent; average wage = \$20.82/hour.</li> <li>• Grantee received an extension and expected to add 40 more trainees to the grant outcomes by 12/31/06.</li> <li>• Grantee staff feel the project is meeting its goals by increasing the number of trained bio manufacturing technicians and quality assurance technicians and increasing the earning capacity of these former dislocated workers.</li> </ul>
The American College of the Building Arts (ACBA)	<ul style="list-style-type: none"> <li>• Open and establish a college of the building arts.</li> <li>• Design a four-year curriculum for the college (leading to a Bachelor’s degree in Applied Sciences).</li> <li>• Recruit faculty and students.</li> <li>• Get the inaugural class of students through the first year of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee acquired area for main campus, developed a four-year curriculum and began faculty recruitment efforts (currently nine, expected to grow to 18) for creation of licensed, four-year institution. Seventeen students were recruited for initial class that began in August 2005; 10 completed first year of instruction.</li> <li>• Grantee also experienced success in recruiting a second year class, which is expected to number 20.</li> </ul>
Automotive Retailing Today (ART)	<ul style="list-style-type: none"> <li>• Gather, validate and make available definitive information and data about career opportunities at auto dealerships through easily accessible career-related websites.</li> <li>• Educate the public on the many good jobs available in the field and to dispel negative workplace perceptions and stereotypes, creating a positive image for franchise auto dealerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee conducted research and gathered information on over 40 positions in five auto dealerships departments—administration, sales and lease, body/collision, parts, and service—and made information on job description, education requirements, salary range, career paths and training resources available via a new website (<a href="http://www.autocareerstoday.org">www.autocareerstoday.org</a>). Link was also established to DOL website <a href="http://www.careervoyagers.com">www.careervoyagers.com</a>.</li> </ul>

HGJTI Grantee	Overall Project Goals	Key Accomplishments
Automotive Youth Educational System (AYES)	<ul style="list-style-type: none"> <li>• Develop a test to measure the learning outcomes of AYES graduates.</li> <li>• Launch test in online format, and make scoring instantaneous.</li> <li>• Build upon existing exit exams being used in NATEF sites in Ohio, Arizona, and other states.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee issued an RFP and awarded online test development to ASE, with assistance from AYES instructors and ACT, a testing corporation. An IT vendor launched the test online.</li> </ul>
Brevard Community College (BCC)	<ul style="list-style-type: none"> <li>• Address the recruiting and practical skill development challenges in the aerospace sector by creating an initiative with an active, hands-on component that would enable students to participate in the preparation, launch and recovery of high altitude rockets on a major national range.</li> <li>• Provide support for the operation of launch facilities and six sub-orbital launches of Super Loki sounding rockets at Launch Complex 47, the educational and training complex at Cape Canaveral Air Force Station, in order to demonstrate aerospace technologies.</li> <li>• Promote interest in careers in the field through mentoring and outreach activities (including observation of the launches) with students recruited through partnerships with organizations such as the Civil Air Patrol (CAP).</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee was responsible for the launch of one Super Loki rocket from Complex 47 as well as eight other launches from sites in Florida. Test Directive (TD) and Consolidated Emergency Response Plan (CERP) documents were developed. Over 200 students were exposed to careers in the aerospace industry and 30 CAP cadets assisted in the preparation and viewed the rocket launches. Another 109 cadets participated in a three-day workshop.</li> </ul>
Community Learning Center, Inc. (CLC)	<ul style="list-style-type: none"> <li>• Create an industry-led community consortium to address workforce development needs in the high-growth aerospace industry.</li> <li>• Train 320 dislocated workers in structural aircraft assembly.</li> <li>• Train 320 incumbent workers in emergent high-demand skills to sustain their employment in the aerospace industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee provided training to 253 dislocated workers; 79 percent completed the training and 89 percent were placed in jobs (75% in the aerospace industry), with a 78-percent six-month retention rate. The team also provided skills training for 333 workers.</li> </ul>
Delaware Valley Industrial Resource Center (DVIRC)	<ul style="list-style-type: none"> <li>• Build up the educational infrastructure for applied engineering systems, and create a pipeline of 10,000 individuals in the region.</li> <li>• Create Applied Engineering Career Pathway focused on "2+2+2" education model, integrating post-secondary coursework at the high school level, which can then go toward either a two or four-year degree in applied engineering.</li> <li>• Create career awareness for high school students and administrators.</li> <li>• Assess the workforce needs of small and medium sized employers.</li> <li>• Expand the Project Lead the Way curriculum in high schools in southeastern Pennsylvania.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee facilitated service of 896 businesses (through outreach programs, site visits, employment needs analysis) and enrollment of over 1,100 youth and adult entry workers and over 400 incumbent workers in the "pipeline." Grantee was also successful in created programs that will be sustained beyond the grant (e.g., professional development for educators, dual admission-enrollment system, career awareness program).</li> </ul>

HGJTI Grantee	Overall Project Goals	Key Accomplishments
Downriver Community Conference (DCC)	<ul style="list-style-type: none"> <li>• Provide customized training for 1,400 incumbent workers at the AAI automobile manufacturing facility on the advanced manufacturing methods and specialty equipment required to build the Ford Mustang.</li> <li>• Retain Ford Mustang manufacturing (and jobs) in Michigan.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee successfully provided training to 1,500 to 1,600 incumbent workers. Workers gained up-to-date skill sets and as a result kept high-paying (\$26 per hour) jobs with Ford. Skills sets learned are highly transferable to jobs at other automotive plants and other advanced manufacturers.</li> </ul>
Forsyth Technical Community College	<ul style="list-style-type: none"> <li>• Document the economic and labor climate in the Piedmont Triad Region, including employer needs.</li> <li>• Create a training program with an Associates degree in biotechnology for dislocated workers, recent high school graduates, and others interested in entering the biotechnology industry. The training program would provide students with skills to enter a variety of different biotechnology careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee developed a comprehensive Associate degree program in biotechnology, incorporating hands-on training and scientific application and 160 hours of internships and apprenticeship with a biotechnology employer. Some grant funds were used to purchase state-of-the-art laboratory equipment. As of September 2006, 250 had enrolled in training and 26 had graduated.</li> </ul>
Geospatial Information and Technology Association (GITA)	<ul style="list-style-type: none"> <li>• Work with industry, community college/university, and public workforce investment system partners to develop consensus definitions of geospatial occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee led the effort to develop industry definitions and a matrix of job titles by categories, based on roundtable discussions attended by about 150 industry representatives. Grantee also developed a web-accessible interactive geospatial server application to provide users with forecasts of industry employer trends, worker needs and skills sets, salary and benefits data and projected job growth. Outreach materials were also developed.</li> </ul>
High Plains Technology Center	<ul style="list-style-type: none"> <li>• Develop and provide training for new and incumbent workers in the oil and gas industry and to better connect the industry with workforce development resources in Northwest Oklahoma, Southwest Kansas, and the Texas Panhandle.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee developed training curricula for new entrants and incumbent workers in oil and gas industry occupation areas, recruited instructors and provided training for 2,532 (1,951 incumbent workers and 581 new entrants). A follow-up survey of 100 participants found that 70 percent of new entrant trainees found a job and that pay increases averaged over \$17,000 per year for incumbent workers who received promotions.</li> </ul>



HGJTI Grantee	Overall Project Goals	Key Accomplishments
Management and Training Corporation (MTC)	<ul style="list-style-type: none"> <li>• Address shortages of qualified health care workers.</li> <li>• Address likely future lack of bilingual qualified health care workers.</li> <li>• Provide jobs in high growth sector (health care) for unemployed and untrained out-of-school youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee united three Job Corps Centers with community colleges to address health care workforce challenges. Coordinators were hired to provide mentoring to participants in training and to serve as liaisons with college staff. Grantee also developed outreach materials and conducted outreach to attract low-income, out-of-school youth to health-care training. 177 were enrolled in training.</li> </ul>
National Center for Integrated Systems Technology	<ul style="list-style-type: none"> <li>• Assist in establishing Integrated Systems Technology (IST) pilot training programs at eight community colleges in Illinois and Ohio.</li> <li>• Retrain at least 576 dislocated workers using the IST training curriculum at the community college sites.</li> <li>• Eighty percent of those who successfully complete the training find employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee staff modified existing curriculum to create 200-hour dislocated worker training program and helped establish training programs at community colleges in 2 states. The project enrolled 647 trainees; 78 percent completed the training and approximately 75 percent were placed in jobs.</li> </ul>
National Institute for Metalworking Skills (NIMS)	<ul style="list-style-type: none"> <li>• Establish a new, more economical, rational, effective and efficient competency-based apprenticeship system that overcomes the problems of the time-based apprenticeship model and integrates the NIMS-developed national industry skill standards and skill certifications for the metalworking occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• The grantee developed and defined competencies required for four major occupational areas and 24 sub-occupation areas which were then reviewed and validated by over 200 industry representatives. National guidelines and standards for eight apprenticeship programs in the metalworking industry were established. Thirty-six employers operated pilots for these programs.</li> </ul>
National Retail Federation Foundation (NRFF)	<ul style="list-style-type: none"> <li>• Incorporate the experience of NRFF in developing retail skills centers, which provide mall tenants and employees, surrounding employers and job seekers with retail and customer service training, to expand the number and scope of its retail skills centers, thereby extending service to many more employers and encouraging their use of the public workforce system.</li> <li>• Build awareness of, and interest in, the retail industry as a high growth area, particularly among those in the regional and local Workforce Investment Systems.</li> <li>• The goal of the second grant, Retail Learning Leadership Initiative, was to work with retail employers to develop, distribute and test core competency and training curricula models for each level in industry career ladders.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee worked with partners in 19 states and DC to develop 38 Skills Center projects. As of June 2006, 20 were in operation and 12 were developed under this grant. Many of the latter are co-located or work closely with One-Stop Career Centers. Through these Skills Centers 3,869 job seekers were placed, 5,322 were trained and 9,774 received some type of industry certification from community colleges/ schools, One-Stop Skills Centers or retailers. Grantee also refined training models developed by industry partners and refined skills standards, developed cross-industry career ladders, competencies and training curricula for retail occupations.</li> </ul>

HGJTI Grantee	Overall Project Goals	Key Accomplishments
Oregon Department of Community Colleges and Workforce Development	<ul style="list-style-type: none"> <li>Assist in the development of regional collaborations around state to address shortage of clinical health care facilities and faculty.</li> <li>Increase health system's simulation capacity through the purchase of seven SimMan (a high fidelity, real-time interactive human patient simulator made by Laerdal Medical Corporation) and provide training to instructors on how to use simulators in training health care workers.</li> <li>Underlying aim—use simulators in training health care workers closer to home, including in more remote rural areas (i.e., providing clinical experience, without the need for students to travel to larger hospitals).</li> <li>Bring range of stakeholders together into regional consortia, including representatives from community colleges, hospitals, doctors, workforce investment boards (WIBs), emergency service/first responders, and continuing education agencies.</li> <li>Expedite training of health care workers to address current and future shortages of health care workers.</li> </ul>	<ul style="list-style-type: none"> <li>Grantee's efforts resulted in the more widespread use of simulation equipment as part of standard training of health care professionals. A train-the-trainer effort provided workshops for 100-130 instructors on the use of simulators. Key among the grantee's accomplishments was the formation of regional consortia involving hospitals, health care providers, community colleges, workforce development agencies and others.</li> </ul>
RISEbusiness	<ul style="list-style-type: none"> <li>Gain an understanding of the level of awareness and utilization of workforce system services by small and emerging businesses in an effort to improve the ability of the workforce system to successfully interact with and better meet the needs of small businesses.</li> <li>Achieve this goal by working closely with a consortium of strategic partners to conduct research on the human-capital needs of small businesses and disseminating findings throughout the workforce investment system.</li> </ul>	<ul style="list-style-type: none"> <li>Grantee conducted an extensive review of available literature and research and conducted seven case study site visits to workforce development organizations in rural, urban and suburban economies. Site visits included interviews and focus groups with local administrators and staff and representatives of small business organizations. A final report was prepared.</li> </ul>
San Juan College	<ul style="list-style-type: none"> <li>Develop the San Juan College Regional Training Center for the energy industry.</li> <li>Train unemployed and underemployed workers so that they can fill high paying jobs in the region's oil and gas industry, which is facing critical shortages of skilled production workers.</li> </ul>	<ul style="list-style-type: none"> <li>Short-term training for careers in the energy fields was provided in four specific areas through the San Juan Regional Training Center. Recruitment and screening were conducted at One-Stop Career Centers in four states. 750 trainees were enrolled and 90 percent were placed in jobs, many of which paid more than \$15 per hour.</li> </ul>

HGJTI Grantee	Overall Project Goals	Key Accomplishments
SEIU United Healthcare Workers East (1199 SEIU)	<ul style="list-style-type: none"> <li>• Build upon and enhance existing pre-LPN training by helping to raise skill levels among union members.</li> <li>• Enable trainees to pass entrance exams.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee recruited 171 trainees for nine different pre-LPN classes. As of 9/06, there were 106 completers, with 86 completers awaiting placements and 20 completers that were placed in an LPN or college program.</li> </ul>
Tacoma Pierce County Employment and Training Consortium	<ul style="list-style-type: none"> <li>• Attract and train a younger and more diverse workforce.</li> <li>• Ensure a sufficient supply of trained healthcare workers.</li> <li>• Ensure health services workers have the skill sets to provide quality care.</li> <li>• Ensure Pierce County residents have access to industry specific training that results in employment and career progression in health services.</li> <li>• Ensure healthcare industry is assisted in its ability to retain staff awareness of healthcare careers and training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Grantee enrolled 200 individuals in training, including 25 in Invasive Cardiovascular Technologist Training (ICT), 105 in the Comprehensive Career Coach Program (CCCCP) and 70 in a summer camp for high school students interested in careers in nursing.</li> </ul>