

# Implementation of the H-1B Technical Skills Training Grants:

## Grantee Characteristics and Experiences Providing Employer-Based Training

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## Executive Summary

In an increasingly global and competitive labor market, many workers need to upgrade their skills to successfully meet the workforce needs of American businesses. Middle-skill jobs, which generally require education beyond high school but not a four-year degree, make up the largest share of the U.S. labor market. However, employers in key industries often cannot find sufficiently trained workers to fill these jobs.<sup>1</sup> Indeed, the H-1B visa program, which allows foreign individuals to temporarily work in the United States, has been important for allowing U.S.-based businesses to hire educated and skilled workers when they face labor shortages and cannot fill positions with American workers.<sup>2</sup>

To help the United States workforce fill these skills gaps, the Employment and Training Administration (ETA) at the U.S. Department of Labor (DOL) initiated the H-1B Technical Skills Training (TST) Grants. The program is funded by fees paid by employers seeking to hire foreign individuals requiring an H-1B visa. The TST Grant Program is designed to fund partnerships of workforce agencies, training providers, employers, and other organizations to provide training that addresses skill shortages in the U.S. market, particularly in information technology (IT), communication and broadband technology, advanced manufacturing, and healthcare including health IT. The TST training can be provided by employers, specifically as *on-the-job training* (OJT), where the individual's wages are subsidized as an incentive for employers to hire and train workers, or as *incumbent worker training*, where employers refer employees to training to upgrade workers' skills, or as more traditional classroom training provided by educational institutions. In 2011 and 2012, DOL awarded 76 grants in 32 states and the District of Columbia to provide training and related supports to both employed and unemployed individuals.

Consistent with this funding source, the TST grant program focuses on training individuals for middle-skill positions in high-growth industries that require relatively advanced levels of education and experience. Thus, the target population is generally individuals who can qualify for training programs that prepare them for higher than entry-level positions. However, because the country was experiencing the lingering effects of the economic downturn when the grants were awarded, DOL directed that the grants also should target unemployed individuals. Of particular interest to DOL are the long-term unemployed who, depending on their work history, may be well positioned to prepare for and pursue emerging middle-skill jobs.

DOL sponsored an implementation study of the TST grants to document grantee's experiences operating their training programs and to provide guidance for program administrators and policymakers. The study spotlights the two employer-based training strategies—OJT and incumbent worker training—since less is known about these types of programs than about the other training strategies used by the grantees. This report on the implementation study findings is based on information collected between fall 2013 and spring 2014 through phone interviews with all TST grantees and site visits to five grantees. Abt Associates, in partnership with MEF Associates, conducted the study.

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## Overview of the TST Grant Programs

This section provides an overview of all the TST grant programs' structure, size and services. Text boxes throughout this summary provide examples of five of the TST grant programs based on site visits conducted for the study.

The TST grantees provide an array of training programs using a range of organizational partnerships. Among the 76 grants awarded, the majority of the lead agencies are either workforce agencies (34 percent), such as Workforce Investment Boards (WIBs) or American Job Centers (AJCs), or two-year community or technical colleges (21 percent). Even when they are not the lead agency, workforce agencies and community or technical colleges are partners in each local initiative. Moreover, nearly all of the grant programs include at least one employer as a partner.

The grantees have structured their training initiatives around three broadly defined areas (grantees can provide training in more than one area): (1) Classroom training programs provide in-person or online classes and are offered by 61 percent of the grantees; (2) Incumbent worker training programs to upgrade the skills of current employees are offered by 36 percent of grantees; and (3) OJT programs that subsidize workers' wages for a specified training period are offered by 39 percent of grantees. Across these three areas, the 76 grantees offered a total of 184 distinct programs (many grantees operated more than one program). By December 2014, grantees had cumulatively served over 63,000 participants, which represented over 80 percent of the targeted enrollment level. The TST Grant Programs are scheduled to end by March 2016.

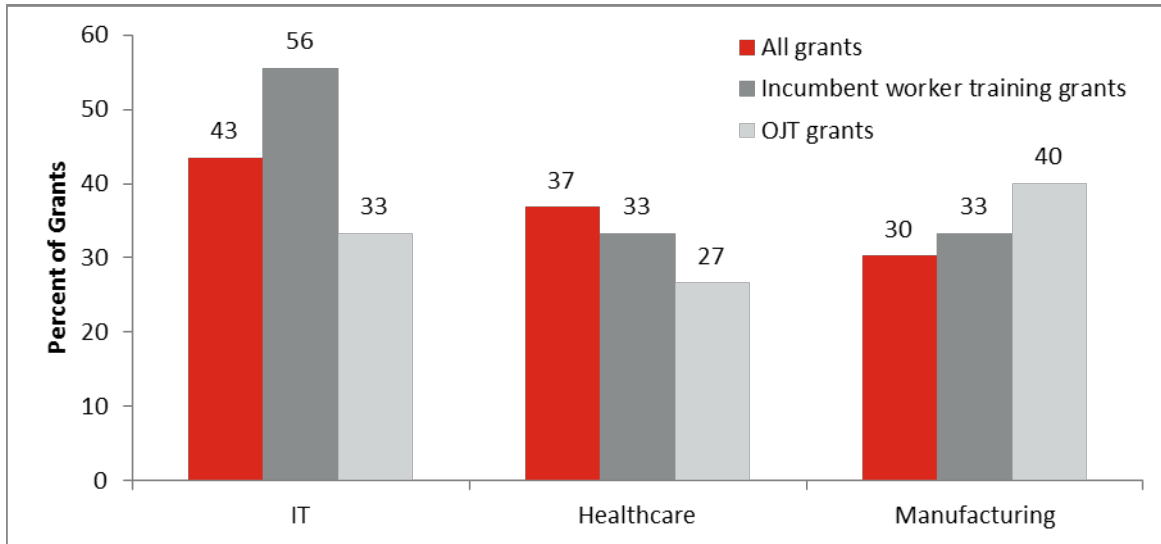
Reflecting the focus of the TST initiative, as shown on Exhibit ES-1, the grantees are providing training in three primary sectors of the economy: 43 percent of the grantees provide training in information technology, 37 percent in healthcare, and 30 percent in manufacturing. Other lesser, but notable, training fields for the grant programs include health IT, engineering, biotech/life sciences, and business. Almost half of grantees provide training in more than one industry. Exhibit ES-1 also indicates that grants targeting incumbent workers focused disproportionately on the IT sector while those with OJT programs were more likely to target manufacturing. While the primary credentials targeted by the training were

### **The Columbia-Willamette Regional Workforce Collaborative: Oregon Manufacturing Extension Partnership and Worksystems, Inc.**

The Columbia-Willamette Regional Workforce Collaborative operates across multiple counties in Oregon and Washington to support both employers and job seekers in targeted occupational sectors. The collaborative uses multiple H-1B grants to create an integrated approach to building incumbent worker capacity in the advanced manufacturing and IT sectors; and to support employment of qualified unemployed workers in those sectors. The multiple grants are packaged as a single brand called the ProSTEP Initiative that includes both incumbent worker training and OJT. Over 100 employers provide training for a range of incumbent worker credentials, including: certifications for particular computer software packages; certifications related to business processes such as Six-Sigma, Kaizen, and APICS; and support for academic programs, including undergraduate and master's degree programs. The Oregon Manufacturing Extension Partnership provides Lean Leadership training and the Oregon Bioscience Association delivers a variety of certification programs. ProSTEP has generated OJT placements at 75 companies where employers hired participants with the understanding that they would receive reimbursement for 50 percent of wages paid during a one- to six-month training period.

industry-based certifications (particularly in IT and healthcare), nearly one-quarter of the programs were designed to result in an associate’s degree and one-fifth in a bachelor’s degree (not on chart).

### Exhibit ES-1: Training Industry, by Program Type



Source: Authors’ tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages sum to more than 100 because some grants use multiple training strategies and train in multiple industries.

## Partnering with Employers to Train Incumbent Workers

Incumbent worker training programs, operated by 27 of the TST grantees, aim to strengthen the overall pipeline of employees by implementing an “upskill and backfill” approach to training. Ideally, this strategy results in internal promotions along a career pathway for incumbent workers while creating vacancies in lower-skill positions that are typically easier and less costly to fill.

Employer partnerships are central to incumbent worker programs. Overall, TST grantees have established partnerships with more than 100 employers to provide incumbent workers with training. While federal grant dollars provide the base investment, employers must contribute resources equivalent to 50 percent of the grant award amount in matching funds. This is most commonly done in the form of wages paid to workers while attending training or as an in-kind contribution, such as classroom space, lab equipment, and training materials. In approximately half of these

### Automation Alley

Automation Alley’s TST grant supports its Technical Talent Development Program (TTDP). TTDP provides funds to employers to train new hires and incumbent workers for H-1B-level occupations in IT. TTDP supports flexible, employer-driven worker training that results in an industry-recognized credential. Two large employers were partners in the grant application and 28 additional employers applied for and received funding through the TTDP Challenge Fund. A portion of the funds also supports Code ReConnect. Code ReConnect is a pilot project that targets long-term unemployed workers who have a background in IT. Code ReConnect provides classroom and lab training, psychosocial soft skills training, a certification, and work experience, with the goal of enabling a transition to full-time employment.



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incumbent worker programs, the grantee serves in an administrative role, reimbursing employers for approved training expenses. Under this approach, employers directly provide training “in house” or secure a training provider themselves. In approximately one-third of these programs, the grantees implemented an alternative arrangement in which the lead entity (typically a workforce agency) provided training for its employer partners by partnering with educational institutions.

The TST incumbent worker training programs operate on a relatively large scale. As of December 2014, almost 60 percent of the grantees had provided training to more than 1,000 participants each. A majority of grantees tend to partner with a smaller number of large firms, such as AT&T and IBM, with many employees eligible for training. Nearly two-thirds of the grantees with incumbent worker programs report working with five or fewer firms. Only a small proportion of grantees (about one-fifth) report supporting incumbent worker training with a large number of employers (over 20).

There is considerable variation in the duration of the incumbent worker training programs. Particularly in the IT arena, offerings are generally short (less than a month), are typically offered at the workplace by large companies, and result in internal certifications. Alternatively, in the healthcare arena, many offerings are longer (a year or more), degree-based programs offered by educational institutions. Both long- and short-term programs tend to emphasize skill development along pre-specified career pathways or are related to individualized training plans in company-specific or cross-firm competencies. A small number of grantees use training funds to create new, customized training programs for incumbent workers, usually in response to a direct business need. The training programs are designed to meet the logistical needs of incumbent workers and to use a range of training modes, with many grantees using more than one approach. For example, many of the classroom-based training options are offered at the work site during the workday with paid release time or are offered online with asynchronous instruction. A few provide training at an educational institution, typically during non-business hours.

### **Workforce Solutions of North Central Texas**

Workforce Solutions of North Central Texas operates the Information and STEM Professional Accelerated Career Trajectory (IMPACT) Project to provide training in support of IT and STEM-related occupations. IMPACT primarily supports training for incumbent workers employed by three major partners: AT&T, IBM, and Lockheed Martin. Most operational aspects of the program (e.g., selection, training, and certification) are handled internally by the employers. In addition to reimbursing these partners, the grant also funds external training opportunities, primarily through North Central Texas College. These training resources are available to incumbent workers at select smaller partners as well as to long-term unemployed individuals targeted by the TST grant.

## Partnering with Employers to Provide On-the-Job Training

OJT programs, operated by 30 of TST grantees, subsidize participants' wages to provide an incentive for employers to hire and train workers that ideally they will continue to employ after the subsidy ends. In some cases, however, the OJT position functions more as an internship with no explicit commitment to hire on the part of the employer.

Compared with the incumbent worker training programs, the OJT programs focus more on ensuring participants gain skills on the job and less on achieving industry-recognized credentials. Half of the TST grant programs providing OJT do not offer training that is specifically focused on obtaining a credential. Additionally, because the grant subsidizes participants' wages for an extended training period, the OJT programs are generally smaller, particularly compared to the incumbent worker initiatives. Nearly half of the grantees support OJT programs that have served 250 or fewer participants, while only 7 percent have served more than 500 participants.

Compared to the incumbent worker training programs, OJT programs work with a larger number of employers. Approximately 49 percent of the grantees supporting OJT have worked with more than 20 employers, while a fifth have worked with five or fewer. Collectively, the TST grantees operating OJT programs report that they have placed participants at over 400 employers.

TST grantees operating OJT programs use many recruitment sources to identify potential participants, including AJCs, community and four-year colleges, and employers, as well as broad community outreach. Several grantees also describe recruiting participants using "reverse referrals" from employers: employers identify potential job candidates and refer them to the TST grantees, which screen the candidates for eligibility and officially enroll them into the training program.

The training services and activities provided through the OJT programs vary across a number of dimensions, including the following:

- **Amount of the subsidy.** Grantees use different approaches to establish a subsidy level with the most common being 50 percent of the participant's wage. The actual wage subsidy reported by grantees ranges from \$4 to \$30 per hour.
- **Length of the subsidy.** Nearly all grantees provide the training subsidy for six months or less. Half of the grantees provide a subsidy that lasts three to six months.

### Central Minnesota Jobs and Training Services

Central Minnesota Jobs and Training Services operates the Central Minnesota Advanced Manufacturing On-the-Job Training program for long-term unemployed individuals in mid- to high-skill advanced manufacturing positions. Working with close to 30 employers, the project combines 9–12 months of full-time on-the-job training with concurrent classroom training for obtaining an industry-recognized credential. The program uses an individualized training approach for each participant and employer partner, establishing program goals and skills to be gained for each OJT placement on a case-by-case basis. The H-1B TST grant program reimburses employers for 50 percent of a participant's wages for up to 2,080 hours of training over 12 months, as well as providing \$1,000 toward training for an industry-recognized credential.

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- **Training methods.** Most commonly, employers provide individualized training at the job site. Under this approach, a training plan and a supervisory arrangement are developed. Some grant programs enroll participants in classroom training that can result in a degree or certificate before placing the participant in an OJT position. Others use a combination of in-house and out-sourced training.
  - **Support services beyond training.** Many grantees have assigned a dedicated staff person to work with employers, monitor training, and address any issues that arise. Other grantees require the employer to send regular reports on participants' progress to assist with their monitoring.

The parameters of the OJT position (such as the amount and length of the subsidy) are typically specified in a formal agreement with each participating employer. In many instances the agreement also specifies that the employer is making a commitment to hire the OJT participant after the subsidy period if job performance is satisfactory.

#### **District 1199C Training and Upgrading Fund**

The District 1199C Training and Upgrading Fund (known as the Training Fund) operates the Health Career Mobility Project (HCAMP) to provide training for nursing and health information positions. The project has three main components: (1) OJT placements covering up to 50 percent of wages for the first three months of hire in selected health occupations and up to six months for registered nurses (RNs); (2) \$2,000 in reimbursement for continuing skills improvement training for workers who have completed OJT; and (3) a \$3,000 scholarship for specific classroom training offered on-site at the Training Fund's facility (currently for students in the fourth semester of a licensed practical nursing (LPN) course). Of these three options, the OJT placements have been provided to the largest number of participants. Participants also have access to coaching, support services, and job search assistance.

### **Lessons from the TST Grant Programs**

The descriptive information collected for the study indicates that most grantees successfully launched and implemented these employer-based training strategies, and many grantees operate programs on a large scale. It is beyond the scope of this study to report on the effectiveness of the training programs in increasing participants' employment and earnings. However, collectively the grantee experiences offer insight into important factors to consider in implementing incumbent worker and OJT programs.

- **Partnerships with employers are critical to the training initiatives, and concerted recruitment efforts are needed to engage this community.** For the most part, the TST grantees established the needed partnerships with employers to operate their incumbent worker training and OJT programs. While some grantees use employer partnerships that were established when the grant was awarded, many also found it important to engage in ongoing employer outreach throughout the grant period. This outreach was done through searching job banks, contacting employers and industry associations at job fairs, conducting direct outreach to industry associations, and developing targeted marketing materials.
- **The dual target groups for the TST grants have presented recruitment challenges for some grantees and made participant outreach a priority.** While most grantees succeeded in recruiting participants for the employer-based programs, some faced challenges in identifying individuals who were both (1) unemployed for long periods and (2) had the experience and educational background required for middle-skill positions. Recruitment was particularly

challenging for the OJT and classroom training programs, and less so for programs targeting incumbent workers who are generally easier to identify. Grantees approached this challenge by establishing strong connections with AJCs, community and four-year colleges, and other community organizations. Some grantees relied on reverse referrals, where the employer recommends a candidate for the program that it has identified through its own channels.

- **Grantees' efforts to establish employer partnerships broadened awareness of the public workforce system in the business community.** Through their training programs, some grantees were able to expand some employers' knowledge of and involvement with the workforce system. Some of the larger employer partners involved in the incumbent worker training programs have previous exposure to the public workforce system. However, many smaller and medium-sized firms, particularly those recruited as partners later in the grant period, reported that they were not previously aware that this type of public support for training was available.
- **Employer-based training models require ongoing attention.** Many grantees that support incumbent worker training programs had employer partnerships and commitments in place when their grant applications were prepared. By the time the grant was awarded and activities were implemented, the training needs of some employers had changed. In these cases, the employers either filled fewer training slots than expected or disengaged entirely. As a result, some grantees redistributed funds to existing partners that absorbed additional training slots or to newly identified employers that identified workers and training needs.
- **Reducing the administrative burden on employers helps to gain and maintain their commitment to the program.** When interviewed, some employers expressed hesitation about participating in publicly funded workforce programs because of the perceived administrative burden. TST grantees worked to alleviate employer anxiety and addressed reluctance to participate in the program by completing grant-required paperwork and/or simplifying the funding application process for employers.
- **Grant funds are useful for leveraging employers' specialized training resources.** Many TST grantees, particularly those supporting incumbent worker training, partner with very large Fortune 500 firms that historically relied very heavily on H-1B visas. These firms typically have extensive and customized training operations to develop their internal workforce and do not need to rely on external providers to create or adapt training offerings.
- **Employer-based training requires balancing the needs of workers and employers.** Employer-based training can be challenging to deliver. Workers must make time for training while holding down a job. At the same time, employers must maintain productivity levels while their workers learn new skills. Numerous grantees offer asynchronous distance learning, such as online coursework, which allows training to be pursued during off-hours or without leaving the workplace. Other grantees bring the training directly to the workplace during work hours or allow the employers to rely on the resources and systems they already have in place.

The TST grants opened avenues for the workforce system to engage with employers in the training and advancement of workers in middle-skill jobs in the IT, healthcare, and manufacturing sectors. However, whether the employer-based training funded by the grants enhances or supplants what the employer would have otherwise provided cannot be determined. This question may be an area for future research studies.

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## 1. Introduction

In an increasingly global and competitive labor market, many workers need to upgrade their skills to successfully meet the workforce needs of American businesses. Middle-skill jobs, which generally require education beyond high school but not a four-year degree, make up the largest share of the U.S. labor market. However, employers in key industries often cannot find sufficiently trained workers to fill these jobs.<sup>3</sup> Indeed, the H-1B visa program, which allows foreign individuals to temporarily work in the United States, has been important for allowing U.S.-based businesses to hire educated and skilled workers when they face labor shortages and cannot fill positions with American workers.<sup>4</sup> The H-1B visa program has been particularly important to the information technology industry.

To help the United States workforce fill this skills gap, the Employment and Training Administration (ETA) at the U.S. Department of Labor (DOL) initiated the H-1B Technical Skills Training (TST) Grants. The TST grant program was designed to fund partnerships of workforce agencies, training providers, employers, and other organizations to provide training that addresses skill shortages in the U.S. market. Funded by fees paid by employers seeking to hire foreign individuals requiring an H-1B visa, these grants are intended for training U.S. workers who need to raise their technical skill levels so they can obtain or upgrade their employment in industries and occupations that rely on the H-1B visa program.

In soliciting grant applications, DOL's Funding Opportunity Announcement (FOA) stated that two types of training grants would be awarded: those that provide on-the-job training (OJT) to all participants and those that use "other" training strategies, which could include, for instance, classroom training or distance learning. The solicitation also allowed grantees to invest in "activities that support training strategies," which include an array of personal and educational support services. Based on these guidelines, DOL awarded 76 grants in 32 states and the District of Columbia in 2011 and 2012.<sup>5</sup>

Consistent with its H-1B visa funding source, the TST grant program focuses on training individuals for middle-skill positions in high-growth industries that require relatively advanced levels of education and experience. Thus, the target population is generally individuals who can qualify for training programs that prepare them for higher than entry-level positions. In many instances, this means targeting individuals who are already productively employed but in need of additional skills to meet employer needs. However, because the country was experiencing the lingering effects of the economic downturn when the grants were awarded, DOL directed that the grants also should target unemployed individuals. Of particular interest to DOL are the long-term unemployed who, depending on their work history, may be well positioned to prepare for and pursue emerging middle-skill jobs.

Under this broad and flexible service umbrella, DOL directed grantees to focus on three major skill-building strategies that may not be mutually exclusive: (1) OJT, in which individuals' wages are subsidized as an incentive for employers to hire and train workers; (2) incumbent worker training, in which employers refer current employees to training (which they sometimes provide in-house) to upgrade their skills and potentially advance to a new position; and (3) more traditional classroom training provided by community colleges or other training providers.

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DOL sponsored an implementation study of the TST grants to document grantees' experiences operating their training programs and to provide lessons for program administrators and policy-makers. The study documents the programs and experiences of all grantees but spotlights employer-based training strategies (OJT and incumbent worker training) because less is known about these strategies. This report describes the TST implementation study findings and is based on information collected through phone interviews with all grantees and in-depth site visits to a subset of five grantees. Abt Associates, in partnership with MEF Associates, conducted the study.

The remainder of this chapter provides background on the TST grant program and its connection to the H-1B visa program, as well as a description of the study design and data sources for the implementation study. Chapter 2 provides a general overview of the 76 grant programs, including their focal industries, numbers of participants served, lead and partner organizations, services provided, and credentials targeted. Chapters 3 and 4 provide more detail on two specific program models—incumbent worker training and OJT, respectively—including program scale, target population and industry, credentials targeted, nature of employer partnerships, and training provided. Finally, Chapter 5 summarizes key findings and lessons learned from grantees' experiences across all types of training programs. Appendix A includes more detailed summaries of the five grantees visited. Appendix B provides a summary of each TST grant.

## **1.1 Background on the H-1B Technical Skills Training Grants**

For 25 years, the H-1B visa program has enabled U.S.-based businesses to employ highly educated, highly skilled foreign workers. Individuals with H-1B visas can work in the United States for three years (extendable to six) under the sponsorship of a specific employer. Initiated as part of the Immigration Act of 1990, the visa program emphasizes hiring foreigners for “specialty occupations” that “require theoretical and practical application of a body of highly specialized knowledge” where there is a shortage of U.S. workers with the requisite skill base.<sup>6</sup> Generally, individuals must have a bachelor's degree or its equivalent to qualify for an H-1B visa.<sup>7</sup> In 2010 to 2011, the occupation group with the highest concentrations of H-1B workers was computer operators, followed by engineers, health diagnosing and treating practitioners, financial specialists, and business operations specialists.<sup>8</sup> In fiscal years 2009-2012, 41 percent of approved visa applicants had a bachelor's degree, while 59 percent had a master's, professional, or doctoral degree.<sup>9</sup>

Fees collected from employer H-1B visa applications are used to fund skills training for U.S. workers through such mechanisms as the TST grants, which were first authorized under the American Competitiveness and Workforce Improvement Act of 1998. TST grants are intended to reduce reliance on H-1B visas by providing training to raise the technical skill levels of U.S. workers. While the majority of H-1B visa holders have a bachelor's or higher degree, TST grants have more flexibility and can be used to train workers that do not necessarily have a four-year degree.

The implementation study focuses on the 76 TST grants awarded in 2011 and 2012. While DOL provided flexibility to grantees in designing their programs, in order to receive these TST grants, applicants were required to include several elements:

- Provide either on-the-job training or “other” developmental initiatives designed to assist individuals in gaining skills needed to obtain jobs or advance along a career pathway ( these “other” initiatives include classroom training or incumbent worker training).

- Target skills and competencies in demand by high-growth industries, particularly those using H-1B visas to hire foreign workers as well as the healthcare industry, which was anticipated to experience high growth.
- Focus on occupations along a career pathway that require higher skill levels (i.e., not entry-level positions).
- Include an employer or employer consortium in the grant program and at least two of the following partners: (1) a workforce agency; (2) an education and training provider, including community colleges or other community-based organizations; and (3) business-related nonprofit organizations, such as trade associations.
- Target the unemployed and underemployed, as well as employed individuals, with a focus on serving long-term unemployed workers (defined as being unemployed for at least 27 weeks).

DOL awarded four-year grants in two funding rounds: 36 grants in 2011 totaling \$159 million and 40 grants in 2012 totaling \$183 million.<sup>10</sup> The grant programs are scheduled to conclude by November 2015 and April 2016, respectively. This report documents the implementation and operation of the programs developed by these 76 grantees.

## 1.2 Implementation Study Design and Data Sources

DOL sponsored the implementation study of the TST grants to document the programs funded by the grants and the experiences of grantees in operationalizing these programs. The implementation study of the TST grants is designed to address four key goals:

- Summarize the programs implemented by grantees.
- Provide in-depth information on the operation of the OJT and incumbent worker training programs.
- Document recruitment of participants and employers.
- Examine partnerships established with other organizations, particularly employers, in operating their programs.

To address these objectives, the TST implementation study collected data from several sources to document the key dimensions of the training programs, including the organizational structure and partnerships; role of employers; target groups and recruitment strategies; program enrollment levels; program design and strategies; and implementation challenges and accomplishments. The program dimensions examined by the study are presented in Exhibit 1-1 and the data sources are summarized below.

- **Structured phone interviews.** The research team conducted 60- to 90-minute phone interviews with each grantee between fall 2013 and spring 2014. The interviews were organized around a semi-structured protocol that included the topics described in Exhibit 1-1. The research team coded the information from the phone interviews and created a database with key dimensions of each grant program (e.g., type of program; target industry; lead agency and partners; services provided; and credentials offered).

- **Site visits to five TST grantees.** To obtain more in-depth information about incumbent worker training and OJT programs, the research team conducted site visits in fall 2014 to two grantees operating incumbent worker training programs (Automation Alley and Workforce Solutions of North Central Texas), two OJT programs (the District 1199C Training Fund and Central Minnesota Jobs and Training Services, Inc.), and one that operated both an OJT and incumbent worker program (Worksystems, Inc.).<sup>11</sup> Semi-structured interviews were conducted with grantee staff, key partners, and at least three employers at each site. The interviews were guided by protocols that covered the topics in Exhibit 1-1.
- **Grant application data.** Grantee’s applications submitted to DOL describe grantee plans for implementing the TST program.
- **Program enrollment data.** Grantee program performance reports submitted to DOL include cumulative enrollment numbers through the quarter ending December 31, 2014.<sup>12</sup>

**Exhibit 1-1: Key Program Dimensions Examined by TST Implementation Study**

<p><b>Organizational structure and partnerships</b></p> <ul style="list-style-type: none"> <li>• Background on the lead agency</li> <li>• Institutional and community partners (e.g., education/training providers; American Job Centers community-based organization, employers)</li> <li>• Roles of partners</li> </ul>
<p><b>Role and recruitment of employers</b></p> <ul style="list-style-type: none"> <li>• Role in grant program</li> <li>• Reasons for engagement in program</li> <li>• Perceptions of program by employers</li> <li>• Strategies for recruiting and engaging employers</li> </ul>
<p><b>Target population and recruitment</b></p> <ul style="list-style-type: none"> <li>• Target group for grant</li> <li>• Participant demographic characteristics</li> <li>• Recruitment strategies and challenges</li> </ul>
<p><b>Program size and enrollment period</b></p> <ul style="list-style-type: none"> <li>• Target enrollment</li> <li>• Enrollment to date (per program)</li> <li>• Enrollment period</li> <li>• Completion and placements</li> </ul>
<p><b>Program design and services</b></p> <ul style="list-style-type: none"> <li>• Industry/occupational focus</li> <li>• Length and schedule/duration of program(s)</li> <li>• Training provider</li> <li>• Training delivery strategies <ul style="list-style-type: none"> <li>○ OJT programs—level and nature of subsidy, strategies for participant placements</li> <li>○ Incumbent worker programs—selection of participants, strategies for matching training to participants</li> </ul> </li> <li>• Outcomes of training (e.g., credentials, certificates, unsubsidized jobs)</li> <li>• Training-related supports provided</li> </ul>
<p><b>Implementation accomplishments/challenges</b></p> <ul style="list-style-type: none"> <li>• Factors that facilitated or impeded the effective delivery of services to participants</li> </ul>

The TST grants represent an important opportunity to advance the skill levels and economic outcomes of U.S. workers, as well as to assist employers in meeting the demand for middle-skill workers. This report describes the types of initiatives developed, with a focus on the incumbent work training and OJT programs, and presents lessons on operating these training strategies.



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## 2. Overview of TST Grant Programs

This chapter describes the basic features of the 76 TST grant programs. As specified by DOL, all programs are providing training for middle-skill jobs, using the specified training strategies, and are including some services for the long-term unemployed.<sup>13</sup> While select program parameters were specified by DOL, grantees were afforded significant flexibility to develop their programs and tailor them to local needs and labor market conditions. This diversity is highlighted throughout this analysis.

In addition to providing an overview of the types of training provided by the grantees, this chapter describes the industries targeted by the training, the numbers of participants served, the types of organizations involved in operating the program (including employers), the services provided, and targeted credentials. This profile of the grantees relies extensively on a coded database developed by the research team from phone interviews with each grantee. To the extent feasible, subsequent chapters that focus on OJT and incumbent worker training programs also draw on these coded descriptors to support the analysis.

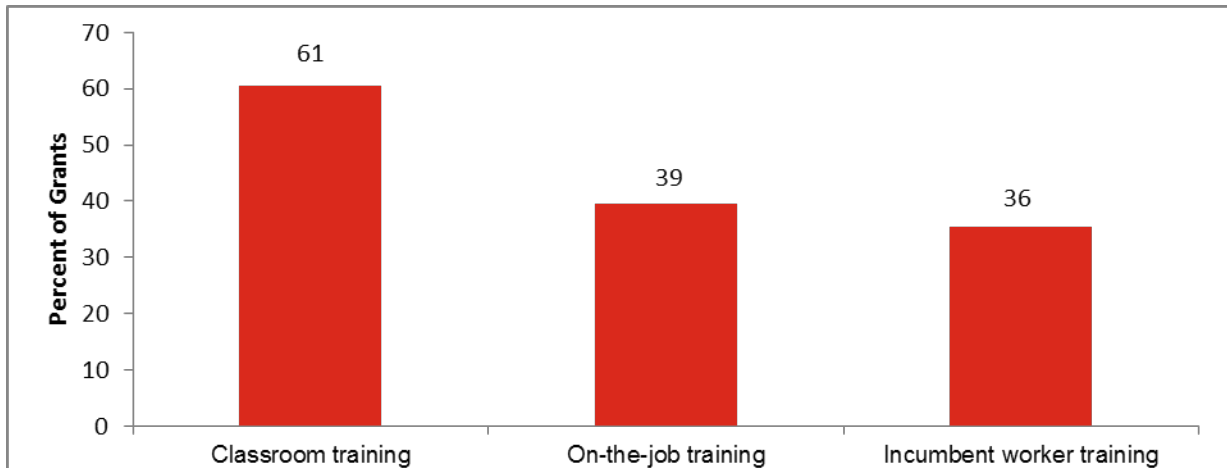
### 2.1 Number of Programs and Type of Training Provided

TST grants represent a wide-ranging training investment. The TST grantees often support more than one training program under each grant. The 76 grantees are operating a total of 184 distinct training programs. For example, one grantee supports an OJT program in healthcare and health IT as well as a college-based training program in healthcare. In administering these programs, grantees either rely primarily on one type of training or on a combination of three major types of training:

- **Classroom training programs** provide in-person or online classes in specific skills needed for an occupation or for obtaining a credential, and may include simulations or lab work. These are offered by 61 percent of grantees.<sup>14</sup>
- **Incumbent worker training programs** provide training for current employees wanting to upgrade their skills and potentially advance to a new position. These are offered by 36 percent of grantees.
- **OJT programs** subsidize workers' wages for a specified time period as an incentive for employers to hire and train workers. These are offered by 39 percent of grantees.

Exhibit 2-1 profiles the mix of training strategies used by the grantees. About one-third of grantees operate multiple programs and use more than one training strategy (not shown in exhibit).

## Exhibit 2-1: Training Strategies Used



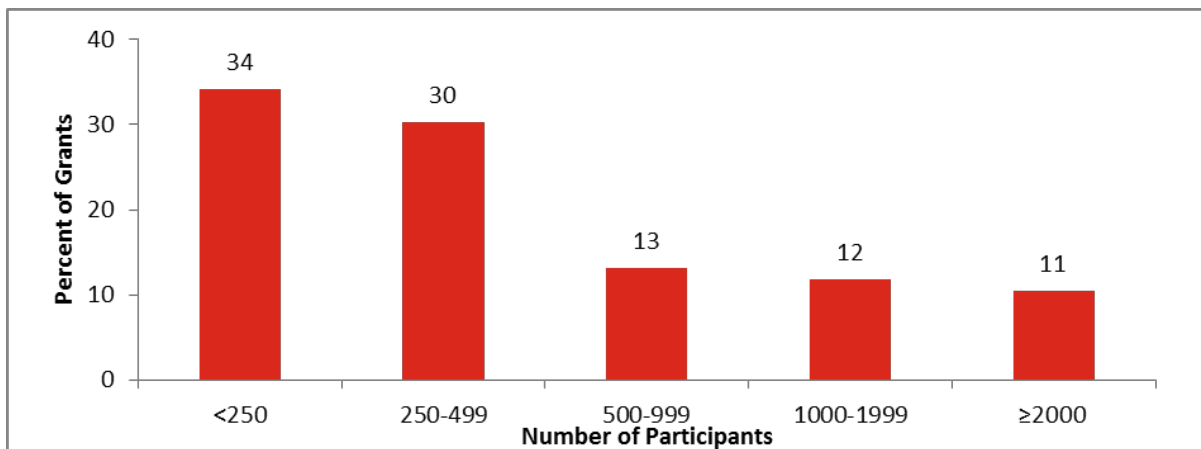
Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages sum to more than 100 because some grants use multiple training strategies.

## 2.2 Number of Participants Served

At the time of this analysis, grantees had collectively served more than 63,000 participants. As of early 2015, the TST grant programs were still enrolling new participants (as discussed in Chapter 1 the programs are scheduled to end in November 2015 and April 2016). At the time of this analysis the grantees had cumulatively served over 63,000 participants, which is over 80 percent of the number targeted for service. Based on data through December 2014, the grant programs vary greatly in the number of individuals that participate in education or training activities. As shown on Exhibit 2-2, almost two-thirds (64 percent) serve 500 participants or fewer and almost a quarter (23 percent) enrolled over 1,000 participants through December 31, 2014.

## Exhibit 2-2: Number of Participants Served



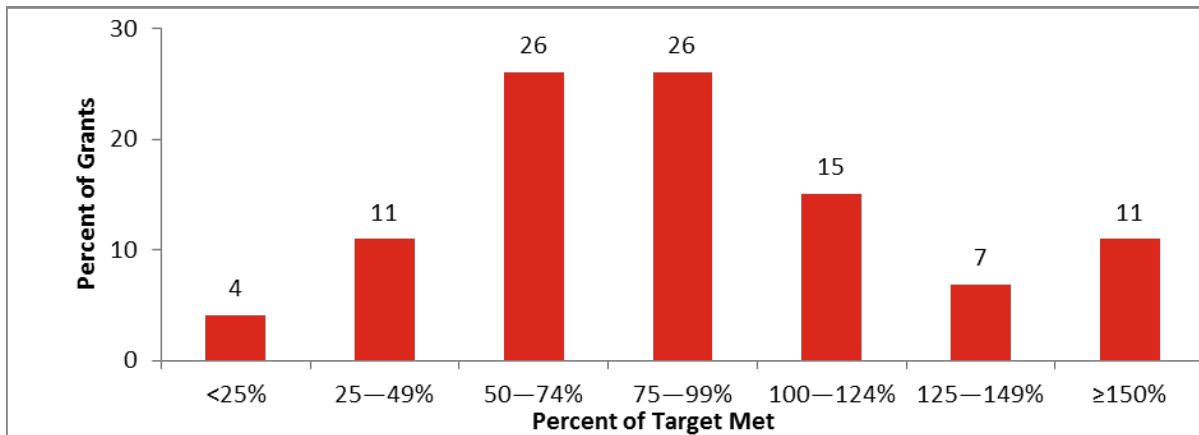
Source: Authors' tabulations of DOL TST program data through December 31, 2014.

Notes: N=76. Percentages may sum to more than 100 due to rounding.

Overall, most of the TST grantees are on track for achieving or surpassing their target enrollment goals. As show in Exhibit 2-3, with 11 to 16 months of their 48-month performance periods remaining, grantees had enrolled over 80 percent of the projected total number of participants targeted

for service. Over half (59 percent) of the TST grantees had enrolled at least 75 percent of their projected number of participants, and 33 percent had already exceeded their enrollment targets. However, a portion of grantees have struggled with enrollment. Fifteen percent had not yet reached 50 percent of their target enrollment by December 2014.

### Exhibit 2-3: Percent of Target Enrollment Met



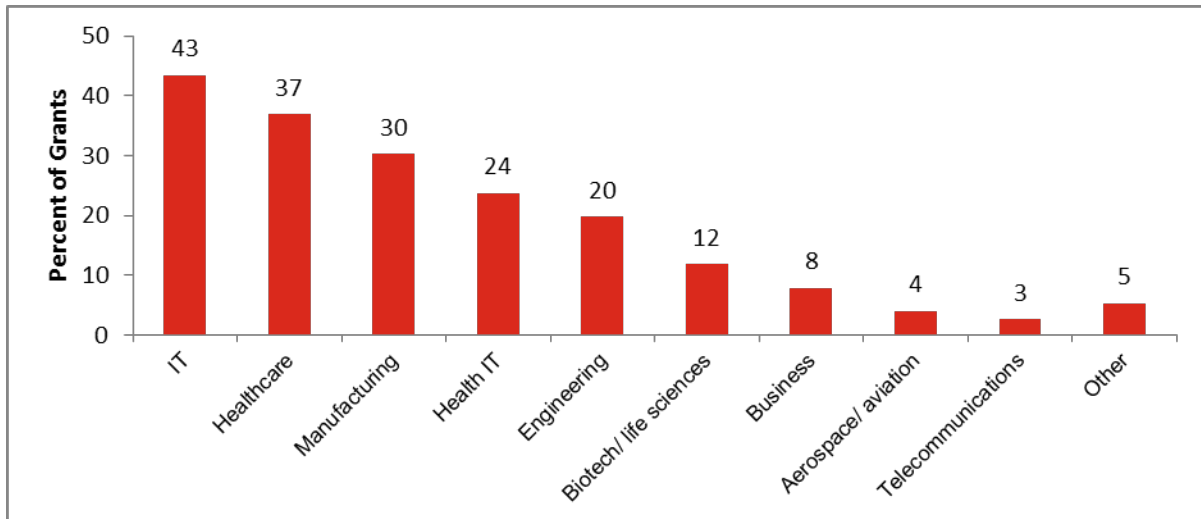
Source: Authors' tabulations of DOL TST program data through December 31, 2014.

Notes: N=76. Target enrollment numbers were not available for three grantees, which are not included in the figure. Percentages may sum to more than 100 due to rounding.

## 2.3 Training Industries

While grantees were afforded flexibility in focusing their training, DOL's solicitation placed particular emphasis on several sectors of the economy. Specifically the Funding Opportunity Announcement (FOA) emphasized DOL's interest in addressing skill shortages in information technology (IT), communication and broadband technology, advanced manufacturing, and healthcare including health IT. Exhibit 2-4 summarizes the range of industries for which grantees are conducting training and reveals two important findings. First, grantees are investing their training resources in sectors emphasized by DOL. The most prevalent sectors are information technology (43 percent), healthcare (37 percent), manufacturing (30 percent), and health IT (24 percent), followed by engineering, biotech/life sciences, and business.<sup>15</sup> Second, nearly half of grantees provide training in more than one industry, with 33 percent targeting two and 21 percent training in three or more industries (not shown in exhibit). The most common combinations among grantees offering training in two industries are healthcare and health IT (9 percent) and healthcare and advanced manufacturing (5 percent). The most common combination among grantees offering training in three industries is a mix of IT, health IT, and business (3 percent) and IT, engineering, and manufacturing (3 percent).

## Exhibit 2-4: Training Industries



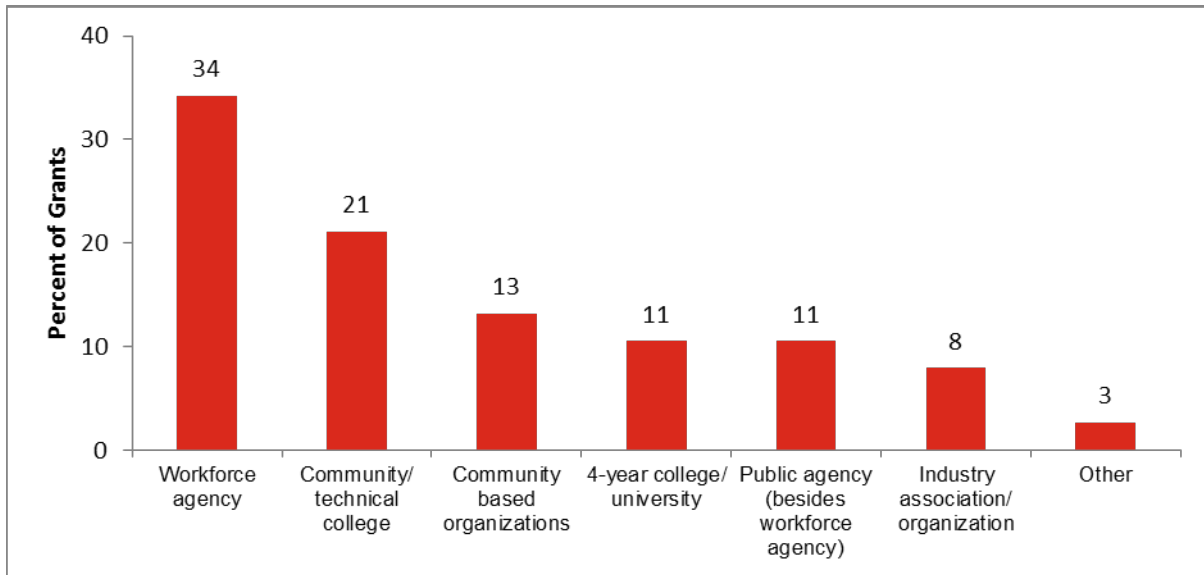
Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages may sum to more than 100 because some grants provide training in multiple industries.

### 2.4 Type of Organizations Involved in TST Grant Programs

Numerous partnerships support the TST grants. In soliciting applications for the TST grantee, DOL specified that awards would be made to partnerships structured with at least two entities from among the following categories: (1) businesses or business-related nonprofit organizations, such as trade associations; (2) education and training providers, including community colleges and other community-based organizations; and (3) entities involved in administering the workforce investment system established under Title I of the Workforce Investment Act (WIA), and economic development agencies. This section describes the designated lead agencies for the grants, employer partnerships, and other partners.

Exhibit 2-5 shows the range of lead agencies across the 76 grants. The majority of lead agencies are either workforce agencies (34 percent), such as Workforce Investment Boards (WIBs) or AJCs, or two-year community or technical colleges (21 percent). Other common lead agencies include community-based organizations (13 percent); four-year colleges and universities (11 percent); other public agencies, such as local chambers of commerce, mayor's offices, and city or state government departments and agencies (11 percent); and industry associations and organizations, whether local, state, or national (8 percent).<sup>16</sup>

**Exhibit 2-5: Type of Organization Serving as Lead Agency**

Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

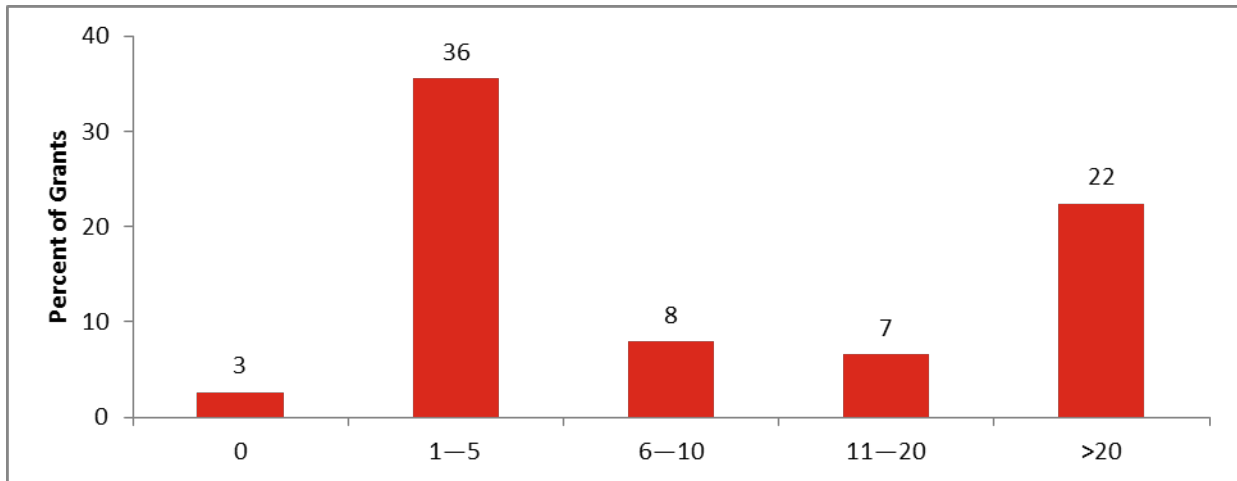
Notes: N=76. Percentages sum to more than 100 due to rounding.

In promoting these partnerships, DOL was particularly precise about the role of business. The FOA specified that applicants must work with at least one employer or consortium of employers that is substantively engaged in the project. Key roles for employers referenced in the FOA include defining the program goals and activities, identifying necessary skills and competencies, providing resources to support education/training (such as equipment, instructors, funding, internships, and OJT or other work-based learning activities), providing assistance with program design, and, where appropriate, hiring qualified participants who complete grant-funded education and training programs based on real job projections. In communicating these requirements DOL emphasized the importance of working with multiple employers to help “ensure that training prepares workers for a range of employer needs in the target industry.”

Exhibit 2-6 shows the number of employers with which each grantee has formed a substantive partnership to support one or more of the above referenced roles. First, it is important to note that the employer partnerships were nearly universal, with only 3 percent of grantees reporting that such partnerships have not materialized. This no doubt reflected the strong emphasis that DOL placed on their formation in the FOA. Interestingly, however, the majority of grantees clustered at either end of the spectrum: 36 percent reported relatively few employer partners (1 to 5) while 22 percent reported more than 20 employer partners. A smaller number of grantees have partnered with 6 to 10 employers (8 percent) and 11 to 20 employers (7 percent).

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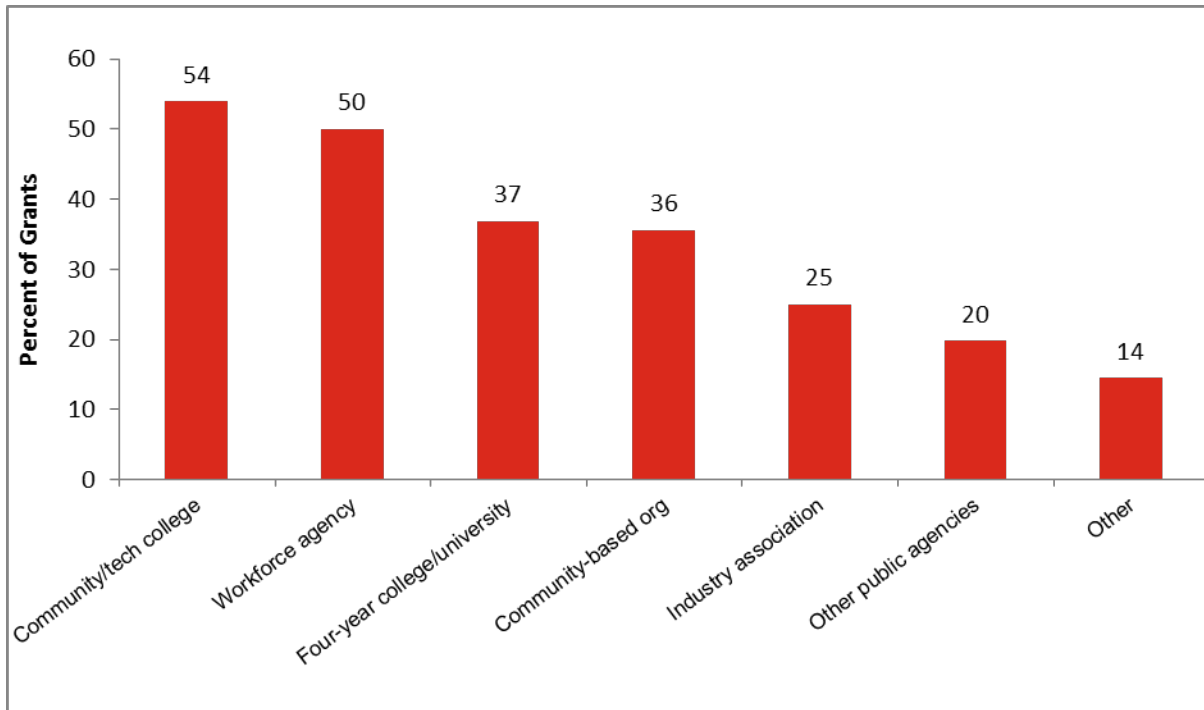
## Exhibit 2-6: Number of Employer Partners



Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages do not sum to 100 because data on the number of employer partners was not available for 19 grants, though each of those grants has at least one employer partner.

Beyond employers, the most common organizations involved in TST grants are community or technical colleges (54 percent) and workforce agencies (50 percent).<sup>17</sup> The engagement of these partners underscores grantees' efforts to engage partners with particular expertise in developing talent for middle-skill positions that do not require four-year degrees. By comparison, grantee partnerships are less likely to include four-year colleges and universities (37 percent) or community-based organizations (36 percent) that traditionally emphasize entry-level workers or underserved populations.<sup>18</sup>

**Exhibit 2-7: Other Partners**

Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

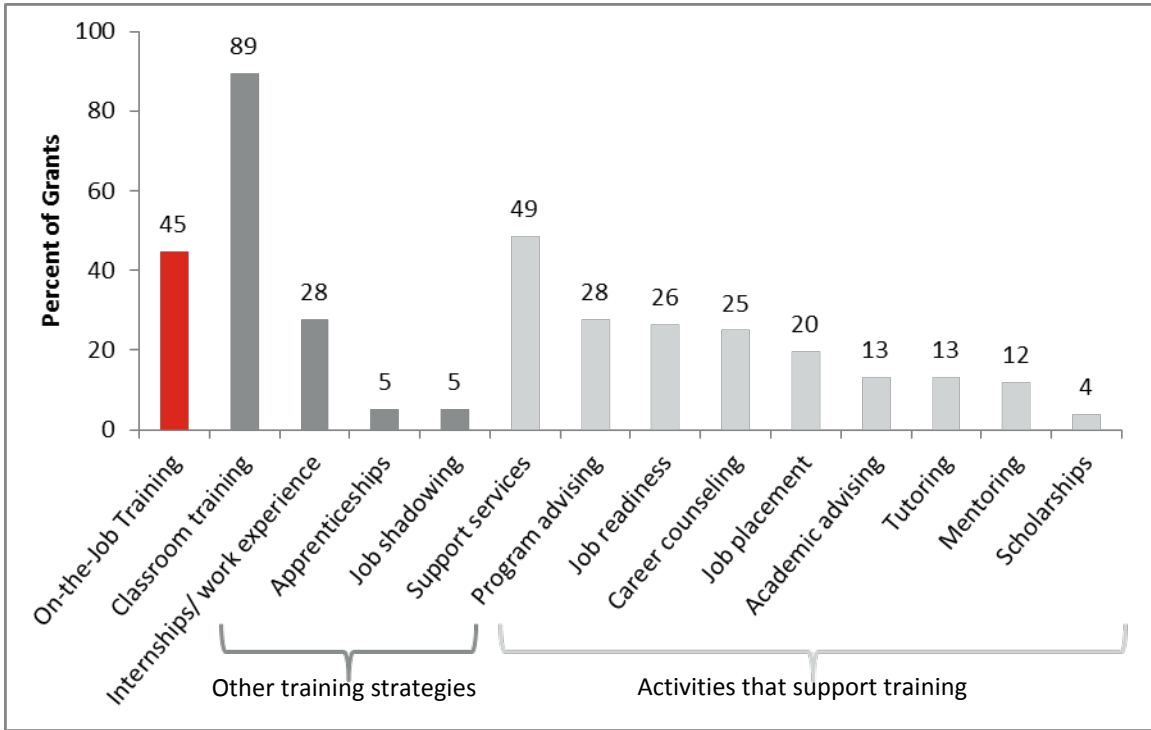
Notes: N=76. Percentages sum to more than 100 because grantees have multiple partners.

## 2.5 Type of Services Provided

While the grants focus extensively on technical skills training, DOL authorizes three groups of services that promote more comprehensive developmental strategies: 1) OJT; 2) “other training strategies” (e.g., classroom training, internships, work experience, apprenticeships, job shadowing); and 3) activities that support training strategies (e.g., program advising, support services, job placement). The first two services were specified in the FOA: At least \$150 million was earmarked for grantees providing OJT to all participants though awards were also be made to those who used other training strategies.

Exhibit 2-8, summarizes grantees’ use of the three broad groups of services. Nearly half of the grantees (45 percent) report offering some type of OJT component. This total includes both grantees who offer traditional (long-term) skill building as well as a few grantees that support OJT as a secondary component (for one to two weeks and/or after participants have finished other activities, such as a year of classwork). With respect to “other” training activities, the exhibit shows the near universal emphasis that grantees have placed on some type of classroom training. Classroom offerings are quite diverse but clearly emphasize the “middle skill” competencies dictated by their sectoral focus and/or employer partners. Another quarter of the grantees (28 percent) offer some form of work-based experience, either through internships or a work experience model.

**Exhibit 2-8: Services Offered**



Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages sum to more than 100 because some grants provide more than one type of service.

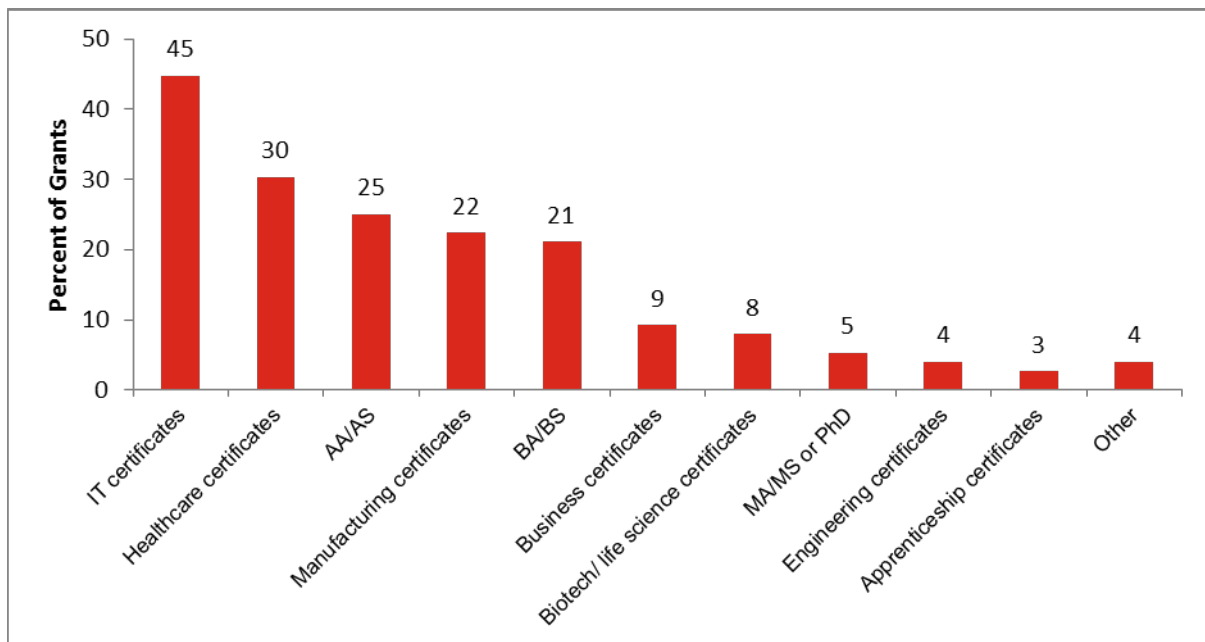
Finally, with respect to “activities that support training,” approximately half (49 percent) offer traditional support services, including transportation and gas vouchers; materials such as books, supplies, clothing, and uniforms; childcare; and exam fee coverage. Between 20 and 30 percent of the grantees offer some form of counseling, advising, or support for the job search and placement process. These services include program advising, defined as regular one-on-one support with grant program staff to promote participant success and completion of the grant program (28 percent); job readiness activities, including resume review and mock interviews (26 percent); career counseling, which includes interest and/or skill assessments and the development of career or employment plans (25 percent); and job placement services where grantees provide direct assistance in placing participants into jobs (20 percent). Fewer grantees offer academic advising (13 percent), tutoring (13 percent), and mentoring (12 percent) services as part of the grant program.



## 2.6 Targeted Certificates and Credentials

As discussed, the TST grants are designed to focus on middle-skill jobs requiring more advanced levels of education and skills than those required for entry-level positions. To do so, grantees provide access to a range of credentials from industry-focused certificates to associate’s and bachelor’s degrees (BA/BS) and graduate degrees (MA, MS, PhD) (see Exhibit 2-9). The largest share of grantees support training that leads to IT certificates (45 percent), including Microsoft, Cisco, and CompTIA certifications (e.g., CCNA, Network+). Also common are certificates in healthcare, including Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), Registered Nurse (RN), and medical assistant and physical therapist certifications (30 percent); manufacturing, including Computer Numerical Control (CNC) machinist and National Institute for Metalworking Skills (NIMS) certifications (20 percent); and business, such as Project Management Professional (PMP) certifications (9 percent). A small number of grantees (8 percent) provide training that results in a biotech or life science certificate, such as an advanced certificate in biotechnology or a Bioscience Regulatory Assurance Technologist certificate; engineering certificate (4 percent); or apprenticeship (3 percent).<sup>19</sup>

**Exhibit 2-9: Certificates and Credentials Targeted**



Source: Authors’ tabulations of data from phone interviews conducted with TST grantees.

Notes: N=76. Percentages may not sum to 100 because some grants target more than one type of credential and 13 grants do not target any of these credentials.

One-quarter of the grantees’ training programs result in an associate’s degree upon program completion, about one-third of which are in nursing. Additionally, 21 percent offer trainings that result in a bachelor’s degree, with a little over half of these being a BS in Nursing. Fewer grantees’ training programs provide training and support that result in a master’s degree or doctorate (5 percent), upon program completion. Across all 76 grantees, just under 22,500 credentials had been received by TST participants as of December 2014. On average, almost 300 credentials

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were obtained by individuals at each grantee, with the number of credentials received at each grantee ranging from 0 to fewer than 2,500.

## **2.7 Summary**

Chapter two was structured to provide a snapshot of the grants funded under the TST program. In soliciting grant applications, DOL placed considerable emphasis on prospective grantees' capacity to develop partnerships to recruit, train, and place individuals in middle-skill positions where employers are experiencing skill shortages. The summary data confirm that grantees have focused their efforts accordingly. While their efforts cover a range of industries, the most common industries are IT, healthcare, and manufacturing, all of which are areas of emphasis for DOL.

Most of the lead agencies are workforce boards or community or technical colleges, and partnerships across these organizations as well as with four-year colleges and universities, industry associations, and other government agencies are common. Employers are active partners in almost all of the grant programs. While classroom training is the most common skill-building option, nearly half of grantees have integrated an OJT component into their trainings. Approximately half of the programs also offer support services, such as assistance with transportation, books and supplies, clothing and uniforms, childcare, and exam fees.

Programs ranged substantially in size, although over half served less than 500 participants by the end of 2014. Most programs were on target or had exceeded their enrollment goals for education and training in this time period, although a portion (14 percent) had served less than 50 percent of their targets. In summary, most grantee programs appear solidly positioned to achieve their individual targets as well as the overarching objectives of the TST grant program. The chapters that follow provide a closer look at grantees who have chosen to use an OJT model and those who have focused their investments on incumbent workers. Both provide greater insight into the structure, implementation, and operation of the grants that have been broadly introduced in this chapter.

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## 3. TST Incumbent Worker Training Programs

This chapter describes the incumbent worker training programs operating under the TST grants. For the incumbent worker programs, the grantees provide employers with training resources for current employees. In return, the employer must provide a financial or in-kind contribution to the training. This approach is designed to address employers' immediate and emerging skill needs in a way that builds on workers' company-specific experience and skill base. In general, incumbent worker programs aim to strengthen the overall pipeline of employees by implementing an “upskill and backfill” approach to training. This strategy was funded to enable internal promotions along a career pathway while creating vacancies in lower-skill positions that are typically easier and less costly to fill. A wide range of incumbent worker training programs currently operate in the United States, with many of the programs funded through employer taxes.<sup>20</sup> Broader evidence on the impact of workplace-based education and training indicates that workers who receive it earn significantly higher wages than those who do not, although those with lower earnings are less likely to receive this training than those at higher earnings levels.<sup>21</sup>

As discussed in Chapter 2, among the 76 TST grants awarded, approximately one-third (27) operate training programs that serve incumbent workers. These grants are the focus of the analysis in this chapter. The analysis is based on phone interviews with all grantees and site visits to three grantees that are operating incumbent worker training programs. Upon completion of these interviews, this qualitative information was organized thematically in order to identify commonalities, themes, and organizing principals for the analysis. This data form the basis around which the remainder of the chapter is organized

### 3.1 Program Scope and Focus

DOL's TST grant program affords grantees considerable latitude in how they structure, deliver, and oversee training services. The 27 TST grantees serving incumbent workers use this flexibility to customize their training programs using an array of administrative structures. The discussion that follows examines the broad program structures that grantees have implemented and the various roles that the lead agencies play in the delivery of training. The chapter begins by describing the lead agencies' roles in procuring and delivering the training. It then reviews the scale and duration of training provided, the target population, industry focus, and credentials offered. This is followed by a description of the scope and focus of the partnerships that have been established with employers to provide TST grant-funded incumbent worker training. The chapter concludes with a description of the training arrangements these grant programs put in place to support incumbent workers.

#### 3.1.1 Program Structure

TST grants for incumbent worker training were awarded to an array of lead agencies (i.e., the entity listed as the grantee contractually), including workforce agencies, educational institutions, and industry and community organizations. These lead agencies have taken roles in the operation of incumbent worker training programs that range from direct service to oversight to administration. The most common arrangements for structuring the incumbent worker programs are summarized below:<sup>22</sup>

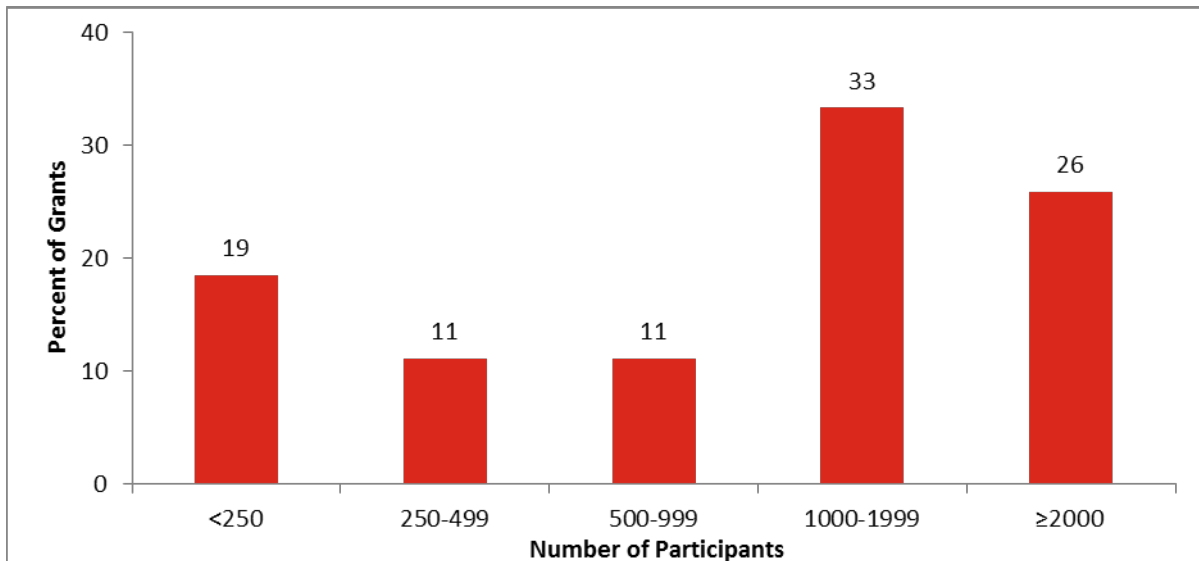
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- **Lead agencies reimburse employers for providing or securing their own training.** In the most common approach, the lead agencies serve in an administrative role, reimbursing employers for approved training expenses. In over half of the grant programs, employers directly provide training “in house” or by procuring a training provider themselves. The simplest and most direct arrangement allows employers to be reimbursed for training made available through their existing human resources (HR) infrastructure. This arrangement is particularly common among very large employer partners (e.g., AT&T, IBM) that have extensive workforce development operations providing technical, equipment-specific, and managerial training on an enterprise-wide basis. Other arrangements are more focused and customized. For example, through the grant led by Pacific Gateway Workforce Investment Network (WIN), Long Beach Memorial Hospital created an in-house training program for incumbent patient care assistants to become home safety aides who help patients transition from the hospital to a home setting.
  - **Lead agencies deliver training services.** For more than one-third of incumbent worker programs, the training is provided by lead agencies that are educational institutions, primarily technical and community colleges (e.g., Front Range Community College) or four-year institutions (e.g., University of Central Florida). In these instances the institutions either offer training from their existing course catalogs when it matches the employers’ skill shortage profile or develop and provide customized training as needed.
  - **Lead agencies partner with external training providers.** Under a somewhat different arrangement, the lead agencies partner with external training providers, either as part of the grant award or as individual employer’s needs are identified. Approximately one-third of the TST grants were awarded to public or nonprofit entities (typically a workforce agency) that partner with specific educational institutions to provide training for employer partners. For example, Pasco-Hernando State College provides training in nursing for the Bayfront Health Network under the TST grant awarded to CareerSource Pasco Hernando. Alternatively, training providers are identified and procured on an as-needed basis after the lead agency has solicited employer partners who are experiencing skill shortages. In some instances, the lead agency proactively recruits firms while in others they may solicit applications. The training can then be orchestrated by selecting from a list of pre-approved providers or through more traditional subcontracting.
  - **Lead agencies serve as a pass-through for local distribution of training funds.** In a few cases, the lead agencies primarily serve in a redistribution capacity. In these instances, the lead agency partners with another administrative agency (e.g., a WIB) rather than directly with a training provider. For example, for the Southern Arizona Technical Career Pathways Program, Pima County subcontracts with three nearby counties to provide training in engineering, IT, and advanced manufacturing; each county is then responsible for administering the grant in its area. This arrangement potentially allows for a more purposeful distribution of training resources across a geographic area.

Additionally, several lead agencies have partnered with organizations to help them carry out core functions and responsibilities. For example, the Oregon Manufacturing Extension Partnership partners with Worksystems Inc. (the local WIB), which administers its incumbent worker initiative, the Metro In-Sourcing Training Initiative. Similarly, Automation Alley retained EdEn, a nonprofit project management firm, to administer its Challenge Fund, which provides training resources to partner firms. In both instances, the lead agency felt that more specialized expertise would improve the administrative efficiency of their grant and thus optimize the availability of training resources.

### 3.1.2 Program Scale and Duration

As of early 2015, the TST grant programs continued to enroll new participants. Overall, through December 2014, the 27 grantees with incumbent worker programs had served a total of 34,176 participants. While the number of participants each program serves varies (see Exhibit 3-1), many serve a relatively large number. Close to 60 percent of the grantees provide incumbent worker training to 1,000 or more participants, while about 30 percent enrolled less than 500 participants. The largest program, West Los Angeles College, served close to 9,300 participants in advanced manufacturing and IT at AT&T, Lockheed Martin, Northrup Grumman, and Wellpoint Inc. (now Anthem Inc.).

**Exhibit 3-1: Number of Participants Served by Incumbent Worker Training Programs**



Source: Authors' tabulations of DOL TST program data through December 31, 2014.

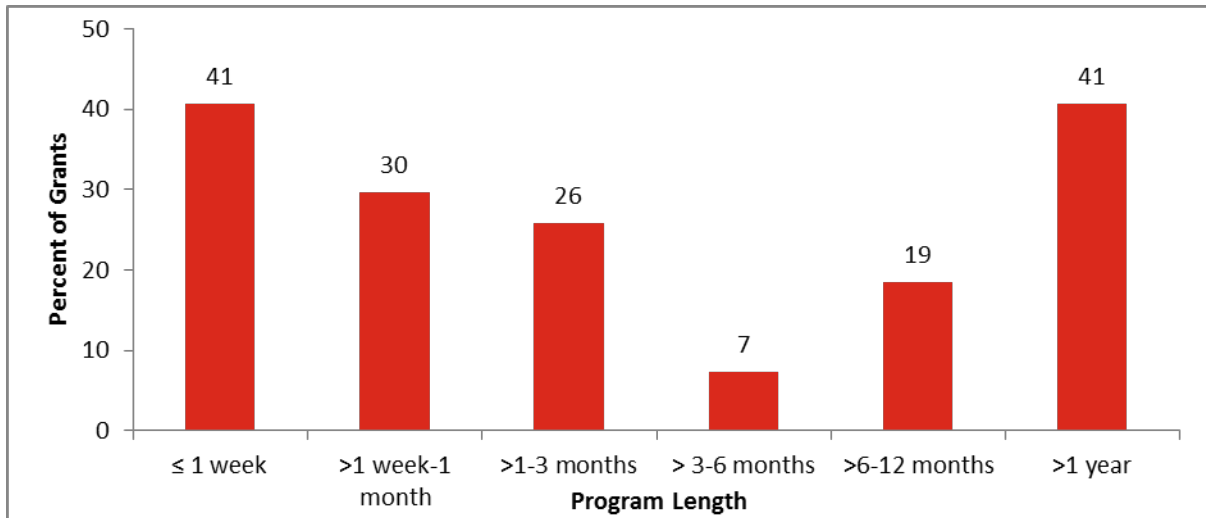
Notes: N=27. Percentages may sum to more than 100 due to rounding.

Across the 27 TST grants supporting incumbent worker programs, there are 52 distinct programs. In many instances, grantees have targeted their efforts to employers across several sectors of the economy. For example, Pima County offers different incumbent worker training programs in engineering, IT, and advanced manufacturing. To develop these customized programs, a development specialist from Pima works with management and HR staff at each business to assess training needs. The development specialist then coordinates with external training partners to either develop or adapt the curricula to emphasize the employers designated competency and credentialing needs. Participants have enrolled in over 80 different courses, including SQL Querying Levels 1&2, Crystal Reports Levels 1&2, Security +, and SAP Certified Application Associate.

This emphasis on customization contributes to considerable variation in the duration of training programs. A large segment of the grantees (41 percent) created at least one incumbent worker training program that lasts less than a week, but a similar proportion of grantees created at least one program that lasts more than a year (Exhibit 3-2). Most incumbent worker training programs that last less than a week are in the IT sector and are offered in-house by large companies. Generally, these shorter programs result in an internal certification or certificate of completion awarded by the employer to participating employees. Training programs lasting more than a year are primarily degree-based

programs in healthcare (e.g., associate’s degree in nursing (ASN), bachelor’s degree in nursing (BSN). Another 30 percent of grantees created at least one program that lasts between a week and a month, 26 percent support programs that run from one to three months, 7 percent have training programs that last three to six months, and 19 percent provide training courses that extend from six months to one year.

### Exhibit 3-2: Length of Incumbent Worker Training Programs



Source: Authors’ tabulations of data from phone interviews conducted with TST grantees.

Note: N=27. Percentages sum to more than 100 because some grantees provide more than one incumbent worker training program.

#### 3.1.3 Target Population

TST grant-funded incumbent worker training programs focus primarily on enrolling individuals with some previous work experience even if they have been newly hired by their employer (i.e., not entry-level workers). Beyond this minimum qualification, grantees had significant flexibility in selecting groups of incumbent workers to receive training and generally have left this to the discretion of the employer. For the most part, employers made this selection based on the individual’s current position, education, skill level, experience, and seniority.

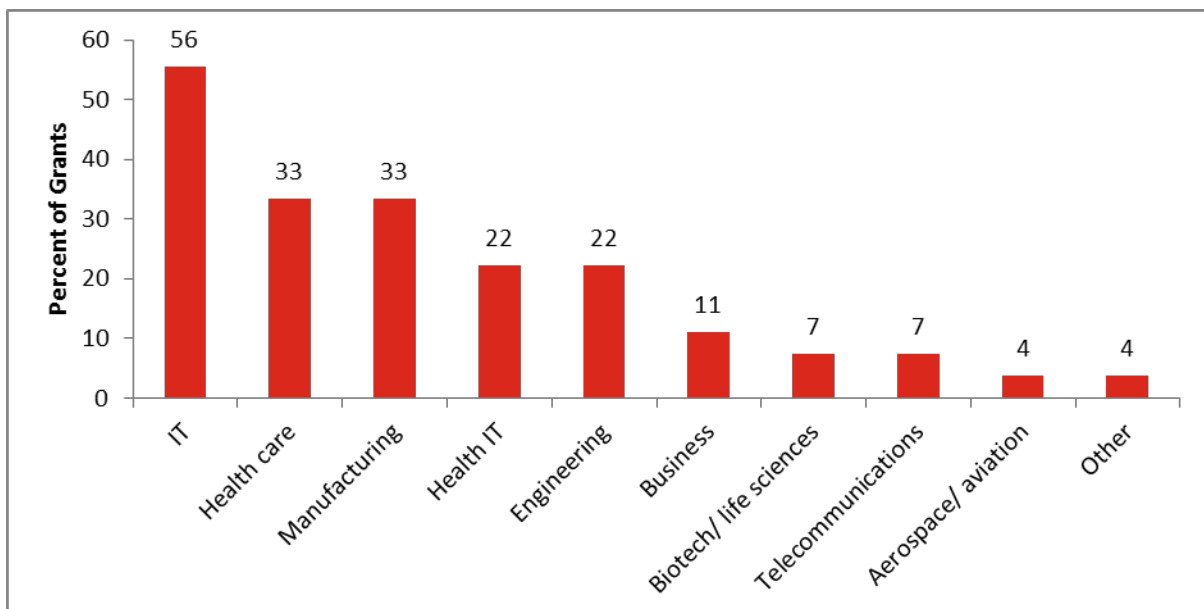
Some programs, for example, target incumbent workers with advanced degrees or credentials, regardless of their work experience. For example, CareerSource Pasco Hernando and the Worker Education and Resource Center provide nurses who have BSN degrees with the training they need to earn a master’s degree in nursing (MSN). Within this important growth sector of the economy, the grantee sought to promote continued progression along an established career pathway. Other grantees target participants with a mix or combination of education, certifications, and experience levels. For example, the University of Central Florida allows tradeoffs between education and experience requirements by targeting AT&T, IBM, and Lockheed Martin employees who have a STEM (science, technology, engineering, and math) related bachelor’s degree (e.g., electrical or mechanical engineering, computer science) *or* significant work experience and who require further training to perform at an advanced level. Participants are generally employed at an engineer or programmer analyst level or higher

Finally, a few programs serve groups of individuals with limited experience and education who are generally employed in a job with a clear pathway to advancement. For example, through the grant program led by the Research Foundation for the State University of New York (SUNY) College of Environmental Science and Forestry, entry-level workers in advanced manufacturing who have high school degrees can participate in the Manufacturing Skill Standards Council’s nationally recognized curriculum for certified production technicians (CPTs). In addition to addressing middle-skill shortages in manufacturing, this approach continues to open up entry-level opportunities in a thriving sector of the economy

### 3.1.4 Targeted Industries

Exhibit 3-3 shows the industries targeted by TST grant-funded incumbent worker training programs. Over half (56 percent) of the programs provide training to incumbent workers in the IT industry. Healthcare and manufacturing also are key industries for incumbent worker training, with 33 percent providing training in each of these fields. Additionally, almost a quarter provide training in health IT and/or engineering (22 percent each). Finally, smaller clusters are providing training in business and other sectors. Mirroring trends in the grants overall (see Chapter 2), over half of grantees provide incumbent worker training in more than one industry (not on shown in exhibit). The most common combination of industries served is IT and manufacturing.

**Exhibit 3-3: Training Industries for Incumbent Worker Training Programs**



Source: Authors’ tabulations of data from phone interviews conducted with TST grantees.

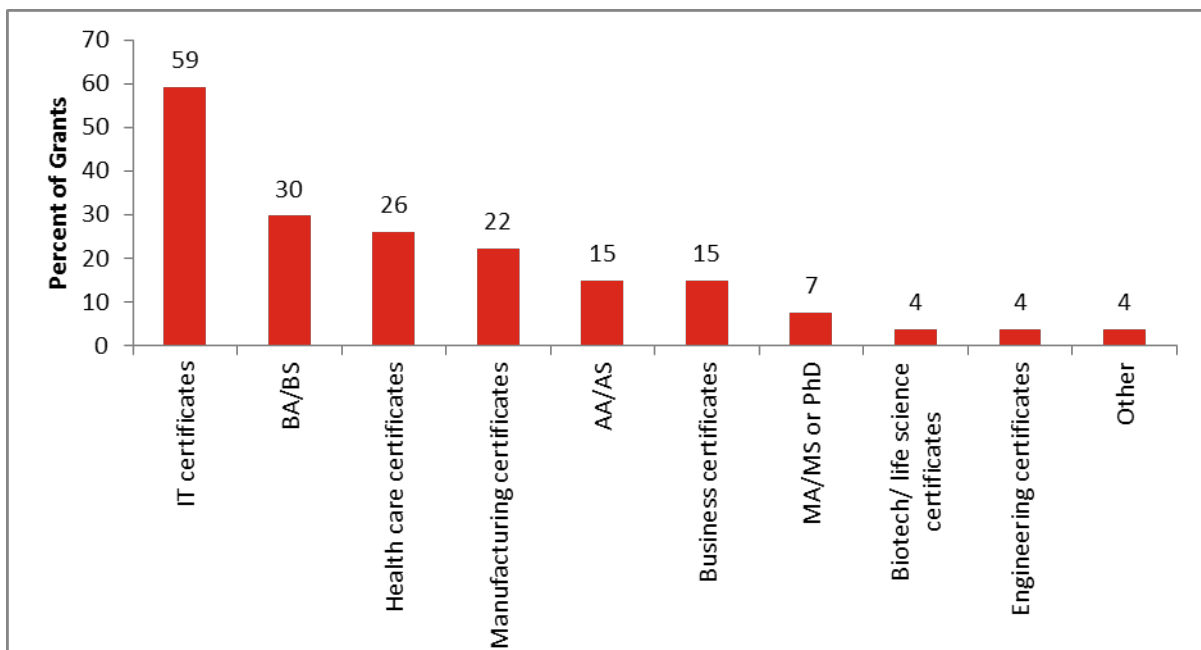
Note: N=27. Percentages sum to more than 100 because some grantees provide more than one incumbent worker training program.

### 3.1.5 Targeted Certificates and Credentials

For the most part, the credentials that are targeted by incumbent worker training programs closely track those targeted by all TST grant programs (see Chapter 2). Exhibit 3-4 shows that the most common credential targeted is an IT certificate (e.g. Microsoft or Cisco Certifications). IT certificates are targeted by over half (59 percent) of the TST incumbent worker training programs. Credentials in

healthcare, such as for licensed practical nurse (LPN) and certified nursing assistant (CNA) (26 percent); manufacturing, such as CNC machinist (22 percent); and business, such as six sigma and PMP (15 percent) are the next most prevalent but considerably less common. The least common credentials targeted include biotech/life science certificates, such as Class III medical devices (4 percent) and engineering certificates (4 percent). In terms of academic degrees, incumbent worker training programs have a strong focus on bachelor's degrees, with 30 percent of grantees providing training that results in baccalaureate-level credentials. Approximately two-thirds of these are in the healthcare field (typically a BSN). A considerably smaller proportion of the grantees offer programs resulting in associate's degrees (AA/AS) (15 percent) or graduate degrees, such as master's degrees or doctorates (7 percent) upon program completion.<sup>23</sup>

**Exhibit 3-4: Certificates and Credentials Targeted by Incumbent Worker Training Programs**



Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=27. Percentages may not sum to 100 because some grants target more than one type of credential.

### 3.2 Employer Partnerships

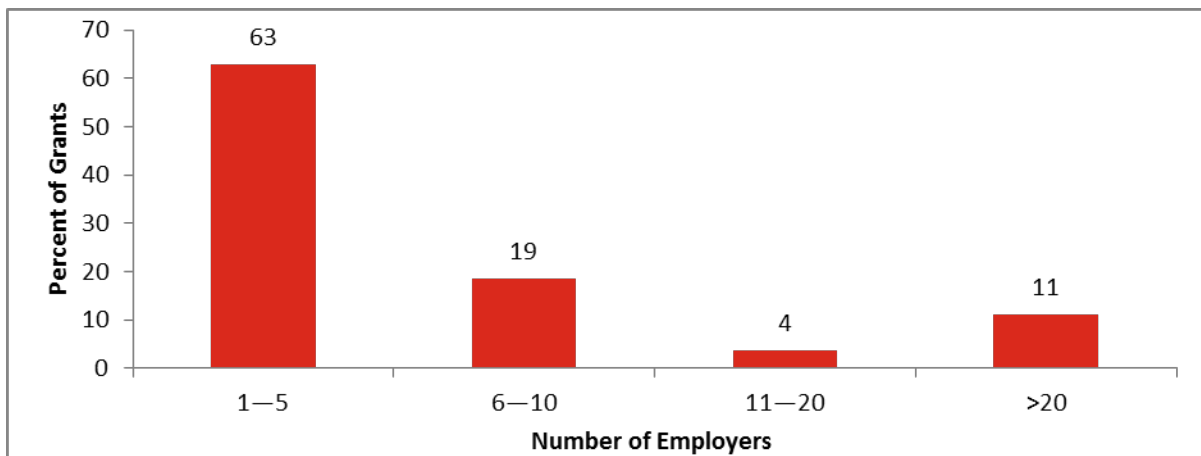
Incumbent worker training is provided to current employees who are identified by their employers. Depending upon the administrative arrangement, these workers must have their training approved by their employers regardless of whether the training is being offered internally or externally. In either case, the lead agency establishes active and functional partnerships with employers for the training. In many cases these partnerships extend beyond the simple recruitment of trainees. Specifically, the partnership may involve engaging employers in curriculum design or having them contribute in-kind resources such as equipment. This section describes the number and size of employers involved in the incumbent worker training programs and then describes how employers are recruited to participate.



### 3.2.1 Number and Size of Employers

Across the 27 grantees serving incumbent workers, there are more than 100 employer partnerships. As can be seen in Exhibit 3-5, however, insights gained from the grant application review coupled with the individual interviews reveals considerable variation in the number of employer partners working with each grantee. A majority (63 percent) of grantees with incumbent worker training programs partnered with one to five employers. Grantees using this approach tend to work with large firms that have many employees eligible for training. For example, the New Jersey Institute of Technology partnered with AT&T and IBM and trained over 1,100 incumbent workers at these businesses. An additional 19 percent of the grantees worked with 6–10 employers.

**Exhibit 3-5: Number of Employer Partners for Incumbent Worker Programs**



Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=27. Percentages do not sum to 100 because data on the number of employer partners was not available for one grant.

A smaller proportion of grantees (11 percent) serving incumbent workers partner with a large number of employers. For example, Automation Alley and the Oregon Manufacturing Extension Partnership each developed working partnerships with over 20 employers. As described below, both of these grantees select most of their employer partners through an open, competitive process. While both grantee programs are anchored by at least one large employer where a majority of the training is provided (Hewlett Packard Enterprise Services and IBM, respectively), the grantees balance that commitment by funding training for fewer employees at a wider range of firms.

- Automation Alley is a technology industry association with over 1000 members; its goal is to provide programming and services to the technology industry community to encourage entrepreneurship. Automation Alley established a Challenge Fund to competitively select employer partners to receive grant funds for employee training. Through this process, nearly 30 small and large companies have been awarded a total of over \$1 million in training funds. To apply for the Challenge Fund, employers identify either new hires or incumbent workers that need training and propose appropriate training providers, primarily from Automation Alley's list of recommended providers. If an employer's application is successful, Automation Alley pays the training provider directly and invoices the employer for the administrative fee and an employer match at a rate of 15 percent of every dollar invested by the grant program in the employee's training.

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- The goal of the Oregon Manufacturing Extension Partnership (MEP) is to help Oregon manufacturers respond to challenges in the global economy. Though Oregon's MEP already had direct contacts with some companies, its employer contacts were insufficient for meeting its target number of incumbent workers. Worksystems, the lead subcontractor for the grant, tried a standard procurement/bid solicitation and direct negotiations with companies to increase the number of employers. However, these recruitment methods were insufficient. Worksystems then developed a model of offering incumbent worker training through their one-stop system, relieving some of the administrative burden on businesses. Worksystems has a monthly application process that targets companies with workforce training needs that are in the designated industries and occupational classifications. The one-stop staff review applications, visit the companies, and make the approvals as appropriate.

More broadly, the nature of employer partnerships varies depending on the industry involved.

- Most of the grantees providing IT training to incumbent workers serve individuals at one or both of two large international corporations: IBM or AT&T (11 of the 15 grantees with incumbent worker programs in IT). These companies have professional development offerings for employees seeking to advance within the company. For example, incumbent workers at IBM have access to over 30,000 predominantly online learning modules and over 2,000 courses of instruction. In consultation with their managers (and sometimes peer review panels), employees create individual career development plans that focus on identifying the core skill sets necessary to progress in the company and the training needed to acquire the next set of required capabilities.
- Employer partners providing incumbent worker training in manufacturing or engineering generally include a mix of larger national and regional corporations as well as smaller local firms. About one-third of the grantees providing incumbent worker training in manufacturing partner with smaller, local firms for highly specific training and certifications. For example, the Research Foundation for SUNY College of Environmental Science and Forestry trains incumbent workers in upstate New York in radiation curing processes and manufacturing techniques. Incumbent workers who receive this training as part of the grant program are primarily those employed by business members of grant partner RadTech International North America, a principal UV (ultraviolet) and EB (electron beam) trade organization.
- Grantees offering incumbent worker training in healthcare or health IT generally partner with a single employer that oversees a number of hospitals or sites or a consortium of hospitals. For example, Pacific Gateway Workforce Investment Network partnered with a single hospital, Long Beach Memorial Hospital, the largest regional employer in Long Beach and part of a six-hospital medical system that also includes approximately 120 doctors' offices or clinics. TST grant-supported training in these industries generally uses a standardized off-the-shelf curricula leading to industry-recognized certifications, particularly for nurses.

The size and scope of employer partnerships typically have been determined by a commitment to a specific establishment, industry sector, or set of occupations.

### **3.2.2 Recruitment of Employers**

TST grantees use a range of strategies to recruit businesses to participate in their training initiatives for incumbent workers. Most grantees pre-selected a core group of employer partners before submitting their TST grant applications. In some cases, grantees reported that they had an existing

relationship with the employer before applying for the grant. For example, Pacific Gateway Workforce Investment Network had a long-standing relationship with its TST grant partner, Long Beach Memorial Hospital, through a prior small-scale training program in allied health. These partners applied for the TST grant to expand their relationship and further develop the local pipeline of healthcare workers. In other cases, new employer partners were identified and recruited during the grant application process for this specific engagement. For instance, through conversations with local industry, Front Range Community College had identified a need for increased training in healthcare and IT. On learning of an LPN shortage at a local long-term care facility, Front Range Community College partnered with that business, Columbine Health Systems, to create a licensing program at Columbine for its incumbent nurses.

In some cases, the impetus for the partnership came from an employer. For example, IBM alerted Workforce Solutions of North Central Texas (WSNCT) of the grant opportunity and was instrumental in recruiting other businesses. Specifically, IBM's Public Partnership Office actively seeks grant opportunities to secure workforce development resources as a supplement to the company's own training investments. IBM initially contacted WSNCT about the opportunity and agreed to lead an information session regarding the bidding opportunity. Through this process, IBM successfully recruited two other large, international employers with well-developed internal training systems (Lockheed Martin and AT&T) as well as other firms with less-established professional development offerings (Labinal and Business Control Systems) to join the partnership.

While these established partners provide the cornerstone of the employer connections, grantees cited instances in which they have continued to reach out to other employers as the grant progressed. They did this for a number of reasons, including (1) the original plan called for growing the partnerships beyond the pre-recruited employers; (2) the original partners overestimated their level of demand for training and underspent against the plan; (3) the original partners had reached a saturation point and could not accommodate the planned pace or level of training; or (4) the original partner or partners disengaged.

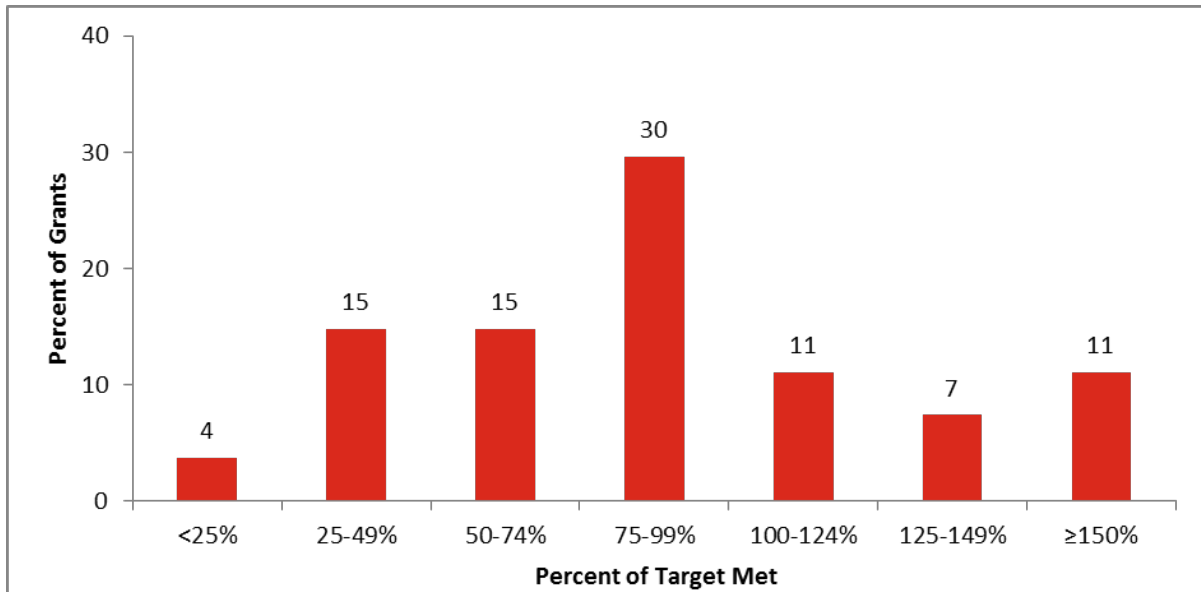
Under these circumstances, grantees have taken an assortment of approaches to recruiting new or replacement firms. Approaches have included cold calling prospective employer partners (AFL-CIO Working for America Institute); formal marketing presentations to Chambers of Commerce and other business associations (Pima County); and using a competitive request for proposal (RFP) process to recruit and engage employers (Automation Alley).

Overall grantees employed a variety of strategies to recruit, and be recruited by, employers in an effort to develop and maintain strong partnerships for incumbent worker training.

### **3.2.3 Employers' Recruitment of Participants**

In the incumbent worker training programs, employers have full responsibility for identifying and recruiting training participants. For the most part, employers have been able to recruit a sufficient number of participants and meet the enrollment goals. The program data as of December 31, 2014, indicate that among those grantees serving incumbent workers, 59 percent have enrolled at least 75 percent of their projected number of participants and of these almost all have already exceeded their targets (Exhibit 3-6). However, a small portion appear to have had trouble meeting their targets, about one-fifth (19 percent) of the grantees had reached only 50 percent or less of their goal for enrolling individuals in education and training by the end of 2014.

### Exhibit 3-6: Percent of Target Enrollment Met by Incumbent Worker Programs



Source: Authors' tabulations of DOL TST program data through December 31, 2014.

Notes: N=27. Target enrollment numbers were not available for one grant; this grant is not included in the exhibit. Percentages may sum to more than 100 due to rounding.

Once employer partners are in place, recruiting workers to be trained is generally straightforward. In many cases TST funds are being used to reimburse employers for providing in-house training for which there is already established demand and a captive target audience. In other instances, the training requirements are formally integrated into the incumbent workers' responsibilities (e.g., under the grant to Arizona Business Diversity Council, all new RNs at Banner Health were required to participate in a mentorship program).

Some firms, however, have encountered changes in the business landscape resulting in reduced demand for training. For example, during the grant application process, Workforce Solutions of North Central Texas (WSNCT) originally partnered with Business Control Systems (BCS) to train its incumbent workers. However, when the grant was awarded, business priorities at BCS had shifted away from training. As a result, BCS never formally contracted with WSNCT and none of its incumbent workers were trained under the grant. When partnerships have fallen through, the grantee generally has been able to successfully reallocate the resources and training slots to other employer partners—as WSNCT did—so that its grant program has been able to serve the intended number of incumbent workers. In these instances, grantees demonstrated a notable level of responsiveness to changing business priorities to ensure that resources were appropriately invested.

#### 3.2.4 Employer Contributions to Training Programs

TST training programs for incumbent workers are designed as public-private partnerships, with employers making a financial or in-kind contribution to the training. While federal grant dollars provide the base investment, the employers must contribute resources equivalent to 50 percent of the grant award amount in matching funds. Most commonly these matches include cash or in-kind contributions. For example, using this approach, the employer partners of Pima County seek grant reimbursement for 50 percent of the actual cost of the training. Alternatively, the employer can report

the wages it pays workers while they attend training as the employer portion of the match. Labinal Power Systems uses this approach in its partnership with Workforce Solutions of North Central Texas. While the bottom line responsibility to the firm is the same in both approaches, the first option affords the employer greater flexibility to provide training during non-work hours or to require that workers contribute some personal time to their professional development. Finally, employers have the flexibility to meet their match requirements through traditional in-kind contributions. For example, Pima County provides equipment and conference space for the training in addition to making a financial contribution.

Consistent with the vision of the TST grant requirements, employers are quite actively engaged in the partnership to address skills shortages “from the inside out,” as one grantee put it. On multiple occasions, employers emphasized the importance of training their own workers and ultimately reducing their reliance on foreign labor. As such, the employers were motivated to contribute to these partnerships by identifying, screening, and supporting (through matching requirements) incumbent workers whose training needs reflect the overall priorities of the grant.

### 3.3 Training Arrangements

TST grantees use a range of approaches for training to incumbent workers. This section begins with a discussion of training delivery strategies for incumbent workers followed by a review of the training and advancement opportunities. The discussion concludes with a description of the different training delivery modes being used.

#### 3.3.1 Training Delivery Strategies

Grantees serving incumbent workers rely on four strategies for making training resources available: reimbursement by employers, procurement of off-the-shelf training, development of customized training, and reimbursement from flexible training resources. These strategies are briefly summarized below.

- **Reimbursement for use of existing training programs provided by the employer.** Over a third of grantees with incumbent worker programs partner with large national or multinational firms and use training funds to extend the reach of pre-existing, internal training programs. This approach allows employers to offer in-house professional development to a greater number or wider pool of employees than would have been possible without TST support. These are typically Fortune 500 companies, such as AT&T, which has partnered with 10 grantees, and Lockheed Martin, which has teamed with four. Typically, grantees and their employer partners negotiate agreements that specify the types of offerings that qualify for reimbursement under the TST grant, ensuring that TST resources are only being used to promote the development of middle- and high-level technical and workplace skills. For example, under its partnership with WSNCT, IBM documented its training selections by creating a crosswalk that mapped information from its internal human resources system (job titles and course descriptions) with O\*Net (skills and activities associated with a given occupational code).
- **Procurement of off-the-shelf training.** Nearly half of grantees with incumbent worker programs use TST funds to purchase training courses from external providers, usually to subsidize training for additional degrees or credentials. Under this design, the grantee either directly provides training or designates a partner to offer training either to individual employers or, more commonly, groups of employers. The training most commonly is provided by local educational institutions, primarily

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community and technical colleges, but also four-year institutions. For example, Project MADE, through the Arizona Business Diversity Development Center, includes a program for nurses with ADNs to earn BSN degrees by enrolling in online coursework through the University of Arizona. As discussed above, in many instances, the grantee is an educational institution and may be the training provider as well.

- **Development of customized training.** A small number of grantees use training funds to create new, customized training programs for incumbent workers, usually in response to a direct business need. For example, the Catholic University of America provides customized training in electronic medical records, allowing four hospitals to upskill their incumbent workers. Similarly, Manchester Community College, in partnership with Elliot Hospital, created a training curriculum for incumbent healthcare employees related to the hospital's forthcoming adoption of a new health information management system. Customizing with a sectoral focus, the AFL-CIO Working for America Institute offers a highly intensive manufacturing apprenticeship program that leads to the attainment of a Manufacturing Skill Standards Council (MSSC) credential (apprenticeship credential for manufacturing careers). The program is available to both large (e.g., Harley Davidson and General Electric) and medium or small manufacturing firms.
- **Reimbursement from a flexible pool of training resources.** In addition to partnering with very large firms (that offer their own training), the Oregon Manufacturing Extension Partnership has created an opportunity for smaller companies to get training funds on a limited scale. This is done through its competitive Employee Training Assistance Fund. Employers can apply to be reimbursed from the fund for up to \$400 of training expenses per person. Similarly, as noted above, Automation Alley established a Challenge Fund to competitively select employer partners to receive grant funds for employee training. A more common alternative is to include a training provider or providers with a range of offerings. For example, Northeast Iowa Community College responds to varied training requests from eight partner employers through flexible offerings and schedules. The training offerings range from one-day (nine hours) to semester-long courses, though most employers have asked for three- to five-day classes in such topics as Microsoft Office, HTML, and Cisco. Responding to employer needs, the college will schedule training when employer demand is sufficient and on a schedule that meets employer needs. Flexibility also may be geographic. For example, the Central Pennsylvania Workforce Development Corporation partners with seven colleges and universities to provide training across an extended geographic area.

Grantees may draw on one or more of these general training strategies, depending on the types of employer partnerships in place and the training needs they are addressing. For example, Front Range Community College (FRCC) uses several of these approaches to best serve its employer partners. In its partnership with IBM, FRCC reimburses the company for incumbent workers who access in-house training. For Columbine Health Systems, FRCC's grant supports enrollment of its CNAs in a two-year LPN career pathway program. FRCC also developed customized training programs in technology and electronic medical records for incumbent workers at the Northern Colorado Healthcare Consortium and at long-term care and hospice facilities.

In all, the choice of delivery strategies reflects a combination of factors that uniquely shape each grantees training landscape. Of particular importance is the internal training capacity of employer partners and the extent to which that capacity can be leveraged. Additional considerations include

the availability and convenience of external training resources and how much new curricula or content is required.

### 3.3.2 Training and Advancement Opportunities Provided to Incumbent Workers

Grantees apply multiple career development approaches that include mapping incumbent worker career pathways and creating individualized, work-based training plans to customizing company-specific competencies or industry-recognized credentials and meeting apprenticeship requirements. The range of training and advancement opportunities grantees offer incumbent workers is summarized below:

- **Progression along a pre-specified career pathway.** Under this approach, incumbent workers in a particular occupation commit to a training path and progress along the employer's specified career pathway. For example, at Arizona Business Diversity Development Center, incumbent nurses with ADN or LPN degrees are enrolled in a 14-to 20-month online-only program through Arizona State University to pursue a BSN degree. A similar program is offered at other grantees, notably CareerSource Pasco Hernando and Pasco-Hernando State College. Pacific Gateway Workforce Investment Network offers current nurses training in sterile processing that results in a nationally recognized certification.
- **Progression along an individualized, work-based training plan.** Incumbent workers pursue existing training opportunities offered by their employers, which often are part of a worker's individual training plan that has been put in place as an HR function. For example, IBM uses this approach to training incumbent workers with TST funds awarded to California Manufacturers and Technology Association, Central Piedmont Community College, Front Range Community College, New Jersey Institute of Technology, Oregon Manufacturing Extension Partnership, San Jacinto Community College, Tampa Bay Workforce Alliance, University of Central Florida, WestEd, and Workforce Solutions of North Central Texas. AT&T employees pursuing individual training similarly are served with TST funds awarded to New Jersey Institute of Technology, Tampa Bay Workforce Alliance, University of Central Florida, WestEd, West Los Angeles College, and Workforce Solutions of North Central Texas.
- **Development of company-specific competencies.** Incumbent workers are provided training that has been developed and customized to reflect employer-specific systems, equipment, or strategic priorities. While the method of delivery and resulting output (e.g., degree, certificate, or credential) differ, the unifying dimension is the net addition to an existing training menu to address an employer-specific need. Under funding awarded to the Catholic University of America, training is provided to incumbent hospital workers who use a specific health information technology (HIT) program. Front Range Community College similarly delivers training customized to specific electronic medical records (EMR) software used by partner hospitals.
- **Individual choice among industry credentials or career pathways.** In other instances, incumbent workers can pursue a range of recognized credentials typically offered either on-site, online, or at a local third-party provider. In the IT field, this type of training is often equipment or software specific (e.g., Cisco, Java, Microsoft). In the advanced manufacturing arena, many courses are offered through the Manufacturing Skill Standards Council (MSSC). Programs funded by grants awarded to Northeast Iowa Community College, San Jacinto Community College District, and the Research Foundation for SUNY (among others) have opted for this

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approach to training incumbent workers. Under other grant programs, incumbent workers can choose an individualized career pathway. The choice can be continued progression along a pathway the incumbent worker is already on or the opportunity to pivot to an alternative career direction. For instance, incumbent workers at Lockheed Martin—which partners with California Manufacturers and Technology Association, San Jacinto Community College, University of Central Florida, West Los Angeles College, and Workforce Solutions of North Central Texas—may begin on a technical career pathway (e.g., information technology or engineering) then, through training, may transition to either the leadership or program management career pathway. This transition is supported with mentoring from the employees’ supervisors and an annual employee performance review process.

- **Adherence to apprenticeship requirements.** Under this approach, the incumbent worker commits to a formal apprenticeship that includes a combination of structured learning and on-the-job training from an assigned mentor and results in a nationally recognized, industry-issued credential.<sup>24</sup> In the case of the AFL-CIO Working for America Institute, the training results in MSSC certification and journey worker credentials.

Across this spectrum of approaches, many of the incumbent worker programs supplement training with supportive services to foster both readiness and ongoing success. For instance, for those in need of basic skills upgrades, AFL-CIO Working for America offers an apprenticeship preparation program consisting of job readiness workshops; trade-specific skills training; instruction in industry terminology and awareness; and basic preparation in reading, math, and spatial and mechanical aptitude to prepare participants to pass the registered apprenticeship application test. In another example, to support training and certification for sterile processing technicians, the Pacific Gateway Workforce Investment Network provides as-needed tutoring to participants and pays certification exam costs.

### 3.3.3 Modes of Training Programs

Grantees face many challenges in addressing employers’ skill shortages, supporting individual career objectives, accommodating participants’ learning styles and preferences, and respecting participants’ work responsibilities and schedules. To address these challenges, nearly all TST grantees offer incumbent worker training using at least one of the following modes or options:

- **Classroom-based training in the workplace.** Whether offered through the employers’ internal HR resources or through external providers, many TST-funded incumbent worker programs offer traditional instructor-led training, either in traditional or virtual classrooms at the workplace and during the workday. When held on company time, the trainees’ wages can contribute to the matching requirements of the grant. Incumbent worker training programs funded by grants awarded to Pacific Gateway Workforce Investment Network, AFL-CIO Working for America Institute, Pima County, San Jacinto Community College District, Catholic University of America, and Workforce Solutions of North Central Texas (among others) operate in this fashion.
- **Online training.** Despite noteworthy maturation in technology for online learning, online courses are generally less prevalent in TST incumbent worker programs than more traditional classroom or work-based instruction. The online training that is supported by these programs is predominantly modular and can be accessed by incumbent workers at their own pace and location. For instance, Front Range Community College has developed and is offering two



standardized online modules to train incumbent hospital workers in electronic medical records. Similarly, the Research Foundation for SUNY offers an online Radiation Curing Program that consists of three courses that culminate in a post-baccalaureate certificate. The Research Foundation also offers an online four-module Certified Production Technician Program that is based on a curriculum developed by the Manufacturing Skill Standards Council. In many instances, the online options are part of a broader menu of mostly traditional classroom-based instruction. For example, the Central Pennsylvania Workforce Development Corporation offers training through six colleges, many of which also offer online course options. Finally, many of the very large companies make consistent use of online or hybrid delivery modes.

- **Classroom-based instruction at a training institution.** While many training institutions have or can bring their services to the workplace, a number of community colleges, in particular, continue to offer traditional classroom training on campus. This approach has been used in three instances in which the TST grant has been awarded to a local workforce board (Pasco-Hernando, WorkNet Pinellas, and Central Pennsylvania).
- **Work-based training.** Many grantees have supplemented their classroom or online training options with work-based developmental opportunities. The most notable use of this approach is the AFL-CIO Working for America Institute, which operates an apprenticeship model requiring 12–18 months of closely supervised work-based training in a manufacturing setting. In the healthcare field, the nursing training provided by WorkNet Pinellas includes a six-week preceptorship (described as paid work experience) at the hospital where students are employed. Similarly, the sterile processing pathway operated through the Pacific Gateway Workforce Investment Network includes a 400-hour clinical hospital rotation as a requirement for the certification.

The TST-funded incumbent worker programs commonly use a mix of these training approaches. For example, CareerSource Pinellas combines multiple training modes for incumbent workers in its Pre-College Bridge Program. Through the career-ladder program, School-at-Work, workers at BayCare Health System who are interested in nursing and allied health careers participate in computer-based training, classroom instruction, and group activities two evenings a week for six months. They also enroll in six classroom-based courses at St. Petersburg College to prepare for degree programs. Over three semesters, incumbent workers enroll in after-work classes, such as Human Anatomy and Physiology I and II (both with lab), Microbiology (with lab), and Statistics.

### 3.4 Summary

Approximately one-third of the TST grants support training programs that serve incumbent workers. These programs aim to increase the technical skills of workers by offering company-specific training or industry-recognized credentials. These programs also aim to develop skills of current workers, create career pathway opportunities, and reduce turnover and reliance on foreign workers to fill vacancies. These programs provide training support in a broad array of job sectors, including information technology, healthcare, and advanced manufacturing. The incumbent worker training programs operate on a relatively large scale compared to other TST programs, and many are able to meet or exceed their enrollment targets.

Strong employer partnerships, forged with both big and small businesses, are central to the productive implementation of incumbent worker training strategies. Overall, TST grantees have established

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partnerships with more than 100 employers and employer consortia to provide incumbent workers with training. While most of these partnerships are either long-standing relationships between the grantee and the employer or relationships formed during the grant application process, some have been developed during the course of the grant through additional networking or open competitions.

The incumbent worker training programs typically are customized to the needs of incumbent workers as well as their employers. The training programs offer workers the opportunity to develop along pre-specified career pathways or individualized training plans in company-specific or cross-firm competencies, and/or, in a few cases, within the framework of an apprenticeship that usually results in a portable certificate or degree. Training programs also are designed to meet the logistical needs of incumbent workers. Many of the training options are offered during the workday with paid release time, online with asynchronous instruction, at the work site, and/or on compressed schedules. Typically, community colleges are leaders in flexibly adapting to employers' logistical needs when providing training.

At a minimum, employers identify both their in-house skill development needs and the workers designated for training. Because of these commitments on the part of employers, incumbent worker programs are marked by their strength in recruiting training participants. Employers also collaborate on other aspects of the training. Under some arrangements, employer partners are instrumental in customizing training curricula and selecting providers. Still others actually deliver training through their own HR infrastructure and share the cost of the training either through cash, work release time, and/or in-kind contributions. Building and maintaining these employer partnerships remains the foundation of any sustained commitment to incumbent worker training.

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## 4. TST On-the-Job Training Programs

This chapter describes the OJT programs created with TST grants. In the OJT programs, grant funds subsidize participants' wages for a specified time period. In most cases, these wage subsidies are provided as an incentive for employers to hire and train workers that they will continue to employ after the wage subsidy ends. In some cases, the OJT position functions more as an internship where there is no explicit commitment to hire on the part of the employer. In an OJT program, workers receive a paycheck, pay taxes, and qualify for the Earned Income Tax Credit. Participants also may receive additional training through the grant, above and beyond what is typically available to workers in unsubsidized jobs. Grantees enter into training agreements with employers that explicitly outline the terms of the OJT arrangement.

Notably, the OJT programs funded by TST were not intended to support incumbent workers. Instead, as specified in the FOA, they are designed to “bridge the divide between unemployment and employment by addressing the gaps in an individual’s skills level [and offer] a ‘learn and earn’ training option that allows individuals to learn new skills while earning a regular paycheck.”<sup>25</sup> DOL focused on funding OJT programs as part of TST because of their potential for increasing employment outcomes; past research has shown that some subsidized employment programs have been effective in doing so.<sup>26</sup> However, more recent research studies, which have focused on examining the effectiveness OJT for hard-to-employ populations, such as low-income non-custodial fathers or ex-offenders, have found that the effects on employment and earnings did not extend beyond the subsidy period.<sup>27</sup>

As discussed in Chapter 2, close to 40 percent (30) of the TST grants have funded OJT programs. This chapter describes these programs, beginning with a profile of their scope and focus, specifically their structure and scale, target population, industry focus, and the credentials offered. It then describes participant recruitment and the employer partnerships. Finally, the chapter examines OJT training arrangements, including the structure of the wage subsidy, employer agreements, training delivery, and employer commitment to hire the participant after the subsidy ends. The findings are based on phone interviews with all grantees and site visits to three grantees operating OJT programs.

### 4.1 Program Scope and Focus

The TST grant-funded OJT programs vary in terms of structure, number of individuals served, types of individuals targeted, and the industries and credentials on which they focus

#### 4.1.1 Program Structure

The TST OJT programs involve partnerships of workforce agencies, educational institutions, and employers. Employers clearly play a critical role in these programs (see discussion below). However, in line with the grant funding requirements and as described in Chapter 2, the TST lead agency is generally a workforce agency, educational institution, or community-based organization.

Overall, 80 percent of the TST lead agencies providing OJT programs are public or nonprofit institutions connected to the workforce system. For example, often the lead agency is a local WIB (e.g., Capital Workforce Partners, CareerSource North Central Florida, Tarrant County Local Workforce Development Board). Other lead agencies are nonprofit organizations that receive federal and/or state funds to operate workforce programs (e.g., Central Minnesota Jobs and Training Services

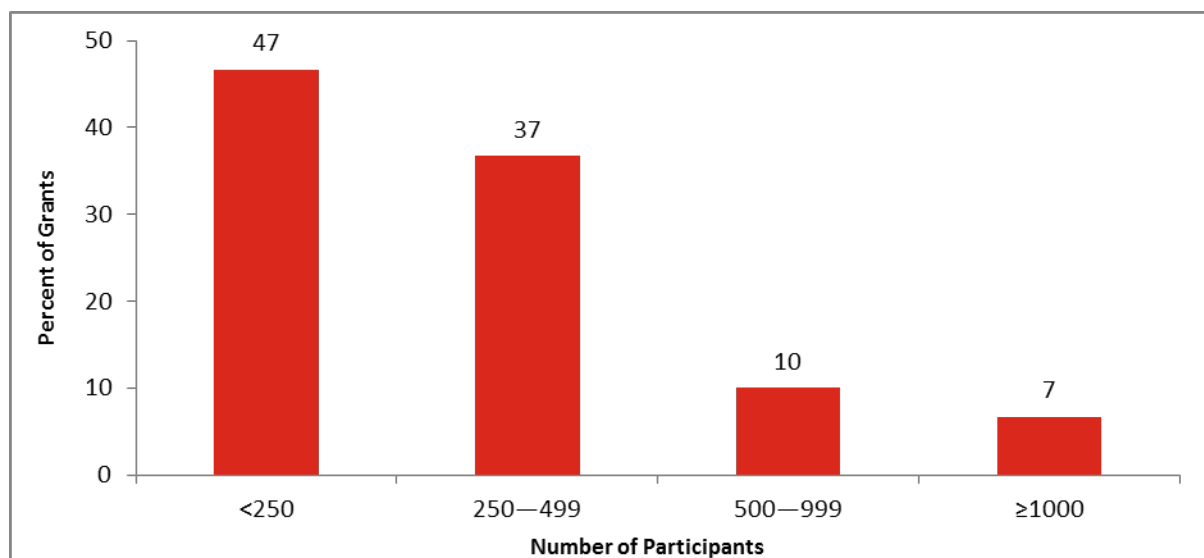
Inc., District 1199C). In a few cases, the lead agency is a city government (e.g., City of Boston Economic Development Industrial Corporation, City of Santa Ana).

About 20 percent of TST lead agencies providing OJT programs are educational institutions. These programs generally combine classroom training with OJT. Four are community colleges (Junior College District of Metropolitan Kansas City, Los Angeles Southwest College, Northwest State Community College, River Valley Community College) and two are four-year institutions (University of Central Florida and University of Texas El Paso).

#### 4.1.2 Program Scale

As previously discussed, as of early 2015 the TST grant programs were still enrolling new participants. The size of the OJT programs vary and many are relatively small compared to other TST grant programs, particularly the incumbent worker training programs. The TST OJT programs had served over 6,500 participants as of December 2014. Close to half (47 percent) of the OJT programs provide training to 250 participants or less, while only 7 percent have served more than 1,000 participants. This is likely due in part to the cost of the OJT programs. Because the grant subsidizes the participant's wage, OJT programs can be more expensive than incumbent worker training. Moreover, the TST grants were capped at \$5 million per grant, so if grantees provide more expensive services they serve fewer individuals. Two OJT grantees, Tampa Bay Workforce Alliance and University of Central Florida, each reported placing over 1,000 participants.

**Exhibit 4-1: Number of Participants Served by OJT Programs**



Source: Authors' tabulations of DOL TST program data through December 31, 2014.

Notes: N=30. Percentages may sum to more than 100 due to rounding.

Some of the grantees that support OJT programs provide multiple programs to serve a wide range of employers and target populations across different sectors of the economy. Across the 30 grantees with OJT programs, 44 distinct OJT programs are provided.

### 4.1.3 Target Population

The grantees operating OJT programs generally target individuals who were unemployed or underemployed, and many focus on long-term unemployed individuals. A few focus on serving minority populations, including Hispanics and African Americans, and some place a priority on serving veterans.

In line with the overarching objectives of the TST grants, most TST OJT programs subsidize workers in middle- and high-skill jobs, and grantees operating OJT programs typically require participants to have prior work experience, industry-based credentials and/or associate's or bachelor's degrees. A few grants subsidize positions that could be filled by individuals without postsecondary credentials. As would be expected, the required experience and credentials align with the OJT industry and occupation (described below).

Most grantees tailor their OJT programs to the credentials or degrees and occupations specified by employers, although some have more specific target populations. For example:

- Two of the OJT programs target engineers. The Kansas Department of Commerce focuses on individuals with a bachelor's degree in engineering who are unemployed, generally new graduates but also dislocated workers and those over age 55. The Tarrant County Local Workforce Development Board targets engineers who meet basic qualifications for jobs but have skill gaps or need skill upgrades that can be remedied by OJT. The program considers applicants that range from recent college graduates looking for employment to people who had been working for a long time in the field but have lost their jobs.
- Two of the OJT programs focus on registered nurses. OJT participants at the University of Texas at El Paso must be recent graduates (in the past six months) with a bachelor of science in nursing from an accredited nursing school. Participants also must have a graduate nurse permit and have taken the NCLEX exam (nursing license) within 30 days of beginning the program. SELACO, the Southeast Los Angeles County Workforce Investment Board, provides a 400-hour on-the-job training internship for newly graduated registered nurses.

In contrast, two TST OJT programs target participants without postsecondary degrees or credentials.

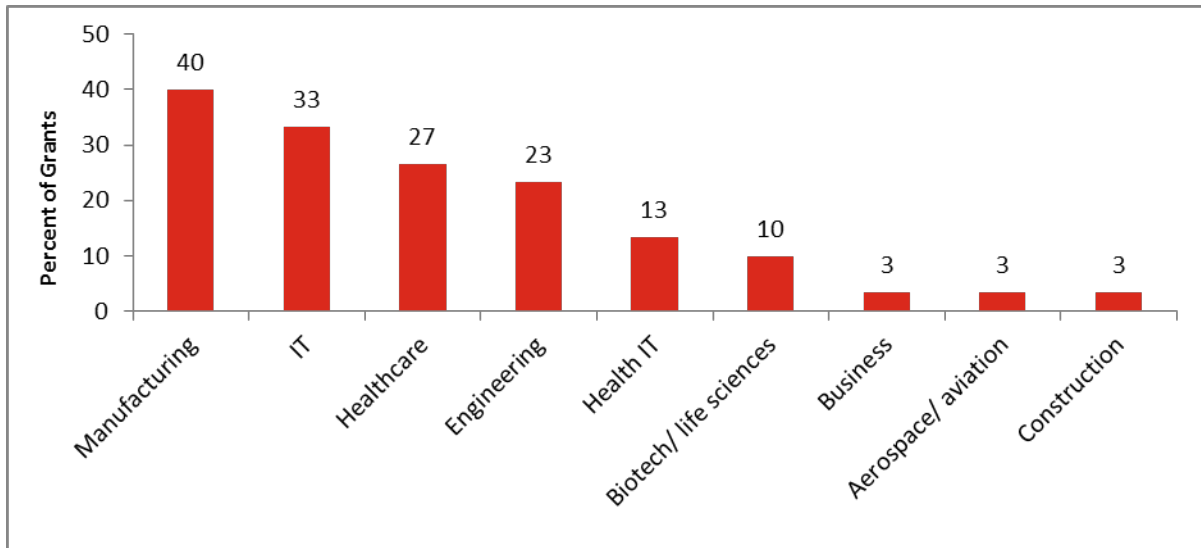
- The National Institute for Metalworking Skills Inc. targets the long-term unemployed and requires a GED or high school diploma and previous work experience in the industry.
- Pacific Gateway Workforce Investment Network recruits individuals with a high school diploma or GED as appropriate to employer needs and preferences. Most of these OJT positions are for lower-level healthcare occupations that do not require an advanced degree. One OJT provider—a hospital—requested individuals with strong customer service skills but did not require prior healthcare sector experience or an occupational credential. The hospital noted that while it can train people in healthcare delivery, teaching customer service skills is more difficult (e.g., politeness, listening skills).

### 4.1.4 Targeted Industries

The TST OJT programs provide opportunities in a range of industries and sectors. While the incumbent worker training programs most commonly focus on IT, the most common sector for on-the-job training is manufacturing (40 percent), followed by IT (33 percent), healthcare (27 percent),

and engineering (23 percent). More grant programs (47 percent) focus on two industry sectors than a single sector (40 percent). Thirteen percent provide opportunities in three or more industry sectors (not shown in exhibit).

#### Exhibit 4-2: Training Industry for OJT Programs

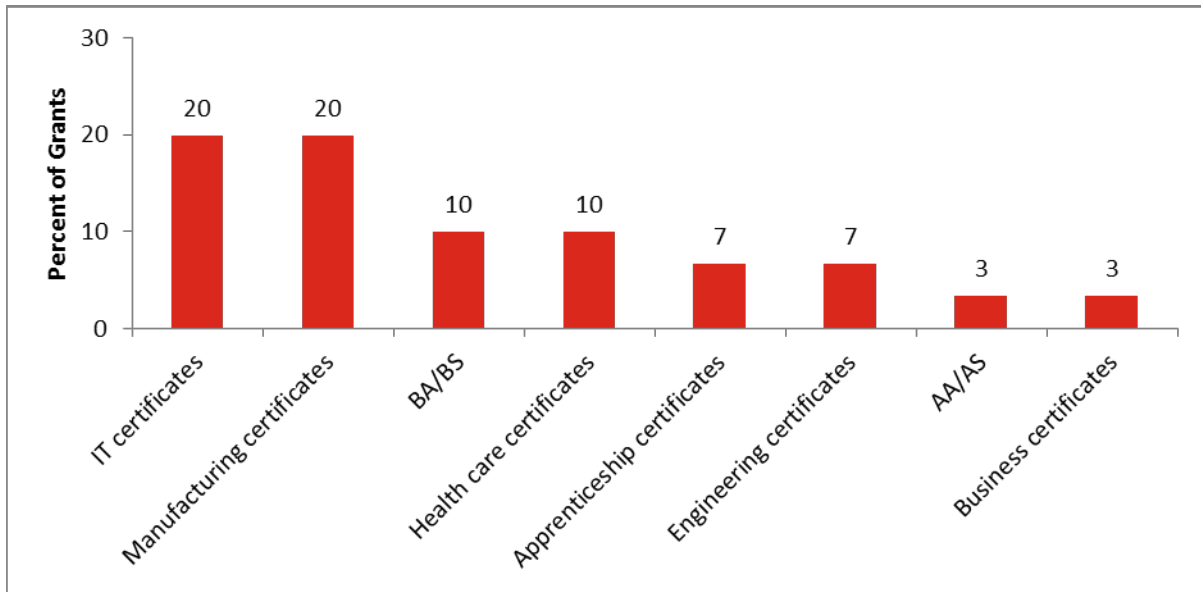


Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Note: N=30. Percentages sum to more than 100 because some grants provide training in more than one industry.

#### 4.1.5 Targeted Certificates and Credentials

As a whole, compared with the incumbent worker programs (described in Chapter 3), the OJT programs focus more on ensuring participants gain job skills and less on achieving industry-recognized credentials. Half of the TST OJT-related grant programs do not provide training that is specifically focused on obtaining a credential (not shown in Exhibit 4-3). However, some OJT programs do focus on credential attainment, and the target credentials are mostly certificates rather than associate's or bachelor's degrees.

**Exhibit 4-3: Credentials Targeted by OJT Programs**

Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=30. Percentages may not sum to 100 because some grants target more than one type of credential and 15 grants do not target any of these credentials.

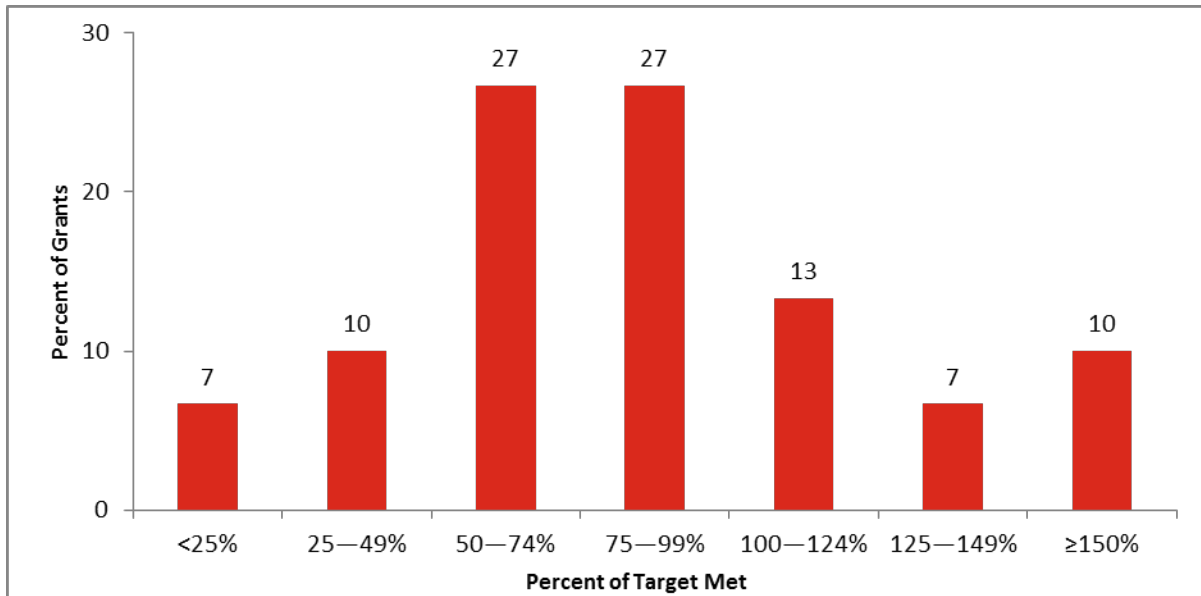
Exhibit 4-3 shows the most common credentials targeted by the TST grantees supporting OJT programs are IT certificates (20 percent) and manufacturing certificates (20 percent). Less common are academic credentials such as bachelor's degrees (10 percent) and associate's degrees (3 percent), as well as healthcare (10 percent) and apprenticeship and engineering certificates (7 percent each). A small percentage of OJT programs (3 percent) provide training leading to business certificates. While this study does not examine training by industry, the certificates and credentials generally reflect those targeted by H1-B visas or listed in the FOA.<sup>28</sup>

## 4.2 Recruitment of Participants

Successful OJT programs require alignment between program participants' interests and qualifications and the available job positions at targeted employers. Most of these middle-skill positions require some combination of postsecondary education, certification, and prior experience. As discussed in this section, grantees sometimes had difficulty finding unemployed individuals with the skills needed to fill the OJT positions. Furthermore, this population of skilled workers may not typically view an OJT position as a way to finding employment. As a result, meeting target goals for the OJT programs required concerted recruitment efforts.

Reflecting the experiences of the TST grantees as a whole, many OJT grantees were successful in meeting their enrollment targets, although as noted many of the programs are relatively small-scale. Overall, as of December 2014, 57 percent of grantees with OJT programs had enrolled at least 75 percent of their target number of participants. However, a small portion of grantees appear to have had trouble meeting their targets, 17 percent of the grantees had reached only 50 percent or less of their target number of enrollees.

#### Exhibit 4-4: Percent of Target Enrollment Met by OJT Programs



Source: Authors' tabulations of DOL TST program data through December 31, 2014.

Notes: N=30. Percentages may sum to more than 100 due to rounding.

TST grantees operating OJT programs use a wide variety of recruitment sources to identify potential participants, including AJCs, community and four-year colleges, and employers, as well as broad community outreach. Below are some examples:

- The Earn IT and Learn IT program in Kansas City has partners in both Missouri and Kansas that recruit employers to offer OJT positions, identify candidates, and develop and monitor participants' training contracts. The College of Workforce Development at Metropolitan Community College (MCC), housed in the Junior College District of Metro Kansas City, and its partners use three main strategies for OJT participant recruitment. First, MCC engages with employers to learn about job openings and necessary qualifications. Then, it tries to identify or recruit potential candidates for the open positions. Employers will sometimes identify an OJT candidate, either a new hire they would like to train through OJT or an existing employee who is lacking skills. MCC also searches the Kansas Works database, an AJC resource that connects job seekers with employers in Kansas, to locate qualified candidates. Lastly, community colleges refer students to the program. If potential candidates have a skills gap preventing them from participating, MCC will work with the employer to identify training needs. Through the *Earn IT and Learn IT* program, the Junior College District of Metro Kansas City has placed over 500 individuals in OJT positions in IT, health IT, and software engineering.
- In Los Angeles, Managed Career Solutions (MCS) screens OJT candidates for eligibility, maintains relationships with employers, and refers candidates to those partners. When employer partners have openings for OJT, MCS identifies and refers individuals with the appropriate training and credentials. To educate local organizations about the opportunity and encourage them to make referrals, MCS markets the program to the broader community. Referrals come from community-based organizations, schools (including community colleges; vocational schools; and California State University, Los Angeles), Job Corps, and past participants. For the TST grant



program, MCS's target population is long-term unemployed or underemployed adults who have a certificate or degree in a healthcare discipline and are having difficulty securing their first full-time job in the field. Managed Career Solutions is a privately held agency that runs several AJCs in the greater Los Angeles area. As of early 2014, the MCS program had enrolled 679 individuals in OJT placements.

- The WOW Workforce Development Initiative (WDI) in Milwaukee recruits participants with some manufacturing experience at American Job Centers. The AJCs have information available at their front desks on the WDI OJT program for all job seekers. The centers also provide information about the OJT program at required reemployment sessions for Unemployment Insurance claimants. WDI staff also promotes the program in the community through meetings and presentations with county and community-based organizations and employer partners. Potential candidates are referred to employers, who are responsible for vetting candidates using their own criteria for hiring. As of September 2014, WDI had enrolled over 400 individuals in OJT placements and it expects to enroll a total of over 500.<sup>29</sup>

Several grantees also describe recruiting participants using “reverse referrals” from employers. Employers identify candidates through their normal job recruitment processes, and then grantees screen the candidates for eligibility and officially enroll them in the OJT program. Grantees note that reverse referrals help ensure a good match between the job candidate's skills and experience and the employer's criteria. Two grantees reported this is their primary recruitment method:

- District 1199C notes its employer partners send the resumes of people they want to hire to the grantee to determine if they are eligible for funding. The employer liaison from District 1199C prescreens the potential hires against program enrollment criteria on the basis of the resume and contacts those who appear potentially eligible for the OJT program to confirm eligibility and to enroll.
- Capital Workforce Partners uses a healthcare recruitment specialist who visits all the AJCs to promote the program but reports that its most successful recruitment channel is reverse referrals from hospitals, followed by applications through AJCs.

While as discussed most grantees have been able to successfully recruit individuals through partnerships, education and community-based organization referrals, and AJCs, some grantees have encountered recruitment challenges. In part, recruitment challenges are due to the emphasis placed on matching unemployed individuals with prior work experience and some postsecondary education to available middle-skill OJT positions. In addition, some grantees reported finding that the unemployed individuals they identified as potential candidates had been out of school for a long time and lacked foundational basic skills.

Grantees cited a number of factors that have affected their recruitment methods, including the following:

- **Recruiting for multiple industries.** As noted above, most grants support OJT programs in more than one industry. Many grantees noted that recruitment was uneven across industries. For example, Capital Workforce Partners was less successful in recruiting for its health IT program than for skilled nurses or specialists.

- **Recruiting for specific populations.** Some grantees had specific enrollment targets for subgroups (e.g., females, minorities, veterans) and experienced recruiting challenges for one or more of these groups. The City of Santa Ana primarily targeted minorities and women for its program in engineering, and it struggled to recruit its targeted number of female participants.

Overall, while some TST grantees experienced recruitment challenges, most met their enrollment goals through their recruitment strategies. Those that experienced difficulties made some efforts to expand or modify their recruitment strategies, though because the grant programs were still operating at the time of this study we could not assess how these efforts affected their overall ability to meet their enrollment targets.

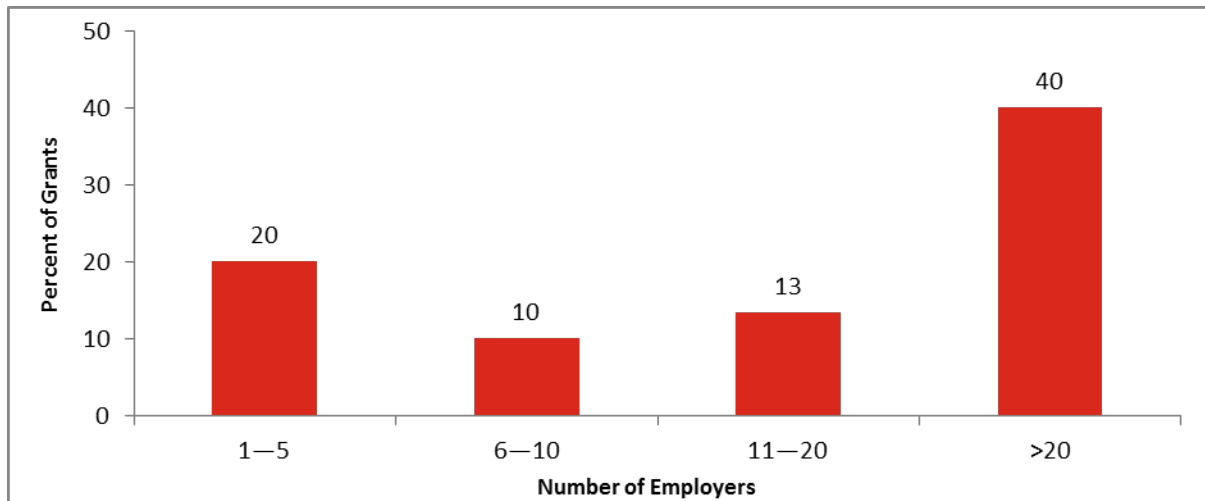
### 4.3 Employer Partnerships

Given that the TST programs support and fund wage subsidies for on-site training, it is not surprising that the programs feature strong partnerships with a large number of employers. Grant programs vary in terms of the number and size of employers involved in OJT. The strategies they use for recruiting employers to participate ranged from inclusion in the development of the grant application to engagement post-grant award.

#### 4.3.1 Number and Size of Employers

Across the 30 grant programs providing OJT, placements have been made at over 400 employers. As shown in Exhibit 4-5, almost half of the grantees providing OJT (40 percent) have worked with more than 20 employers, while a fifth (20 percent) have worked with five or fewer.

**Exhibit 4-5: Number of Employer Partners for OJT Programs**



Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Notes: N=30. Percentages do not sum to 100 because data on the number of employer partners was not available for five grants.

Five grantees identified working with more than 35 employers each. Grantees working with more than 35 employers have tended to focus on multiple industry sectors. For example:

- Worksystems Inc. has recruited the largest number of employers, with participant placements at 75 employers in advanced manufacturing and IT.

- Coastal Counties Workforce Inc. runs a public-private partnership to provide OJT in STEM occupations (primarily IT and engineering). Its initial plan, as articulated in its grant application, involved three employers planning to relocate to Brunswick Landing, a new commercial and industrial complex developed on the site of the decommissioned Naval Air Station Brunswick. The grantee based its partnership plans on projected hiring needs from these employers' relocation plans. However, two of the three employers did not follow through on their plans, requiring Coastal Counties Workforce Inc. to alter its employer outreach strategy and cast a wider net in the surrounding counties. Coastal Counties Workforce ended up working with 50 smaller employers rather than the three large employers in its initial plan. Because the different employers had different needs, the grantee created flexible individualized training plans rather than holding cohort classroom trainings as part of the OJT.
- The Westmoreland-Fayette WIB contracted with New Century Careers, a nonprofit focused on workforce development in manufacturing, to operate an OJT program pairing eligible candidates with employers in the manufacturing industry in occupations such as quality assurance specialist, mechanical/electrical/sales engineer, and machinist, with the potential to ladder into plant manager or supervisory positions. New Century placed participants at 42 companies.

At the other end of the spectrum, two grantees, the Urban League of Greater Atlanta and Southeast Los Angeles County WIB (SELACO), each work with only one employer, Ernst and Young (E&Y) and Kaiser Permanente, respectively.

- The Urban League recruits unemployed and underemployed college graduates to complete an eight-month program that combines classroom-based training and OJT at E&Y. This includes technical training at E&Y, job readiness classes provided by the Urban League, and business acumen courses delivered through the business school at Clark Atlanta University. Upon completion, participants receive an industry-recognized credential as a Certified Systems Architect and Certified Business Architect and begin a 12-month period as a full-time employee with E&Y.
- SELACO's H-1B New Nurse Graduate Internship Training Project provides a 400-hour OJT position for newly graduated registered nurses. The goal of the program is to provide a training opportunity for new nurses who lack practical experience in the field. Kaiser Permanente is the only employer involved in the initiative, though Kaiser has multiple locations where participants can be placed. Kaiser provides training and hands-on experience to these nurses so they can gain job experience prior to entering the Southern California nursing job market..

The employer partners for the 30 TST OJT grants vary in size. Several grant programs focus on maintaining relationships with larger employers. For example, Managed Career Solutions works with several of the larger hospitals in Los Angeles to place participants in health and health IT positions. Pacific Gateway worked with Long Beach Memorial Hospital (LBMH), the largest regional employer in Long Beach to fund OJTs in three career pathways: nursing (e.g. Patient Care Assistant, Sterile Processing Technician), financial specialist, and lab scientist. District 1199C partnered with Temple University Health Services (TUHS), a teaching hospital, and the Greater Philadelphia Health Association (GPHA), a federally qualified Health Center with 11 locations around the city and county, to place candidates in RN, LPN, and Health IT OJT positions.

Other grantees work primarily with smaller employers. Some grantees noted that smaller employers can be more amenable to participating in an OJT program than larger ones. For example, staff at

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Northwest Wisconsin explained that small entities, such as county-owned hospitals and small clinics, were more open to OJT, while large healthcare providers had bureaucracies that project staff found challenging to navigate. Similarly, Shenandoah Valley WIB reported that OJT contracts often went unprocessed in the human resources departments of large healthcare providers. While SVWIB has made some placements with large healthcare providers, it has had greater success with small medical practices and advanced manufacturing businesses. However, smaller firms were often unfamiliar with developing training programs and therefore needed more help setting up OJT.

Finally, many grantees work with a variety of employers. For example, Tarrant County participants have been placed at nine small companies (50 or fewer employees), 11 medium companies (50–250 employees), and eight large companies (50–250+ employees). The Junior College District of Kansas City is working with one large company and several smaller IT start-ups. CareerSource North Central Florida mostly works with smaller companies in addition to three larger employers.

Overall, most grantees developed relationships with many employers: about three-quarters worked with more than five employers. Those that worked with fewer employers tended to work with at least one large employer, while programs that worked with many employers worked with employers of various sizes. Some grantees reported more success in recruiting smaller employers, while others developed a strong partnership with one or more larger employer that led to a significant number of OJT positions.

#### **4.3.2 Recruitment of Employers**

TST grantees reported a variety of approaches for identifying and recruiting appropriate employers to provide OJT positions. These approaches ranged from inclusion in the development of the grant application to engagement post-grant award. Grantees shared the following examples of how employer partners were involved in the grant application:

- Both LA Southwest College and Tarrant County Local Workforce Development Board had employer partners that helped design their OJT programs. At the grant application stage, key employers provided information about what they needed in potential hires and the grantees designed their programs to meet these needs.
- WOW Workforce Development Inc. decided to target manufacturing by bringing together two groups with which it had preexisting partnerships: Wisconsin Precision Metalwork Council, which is made up of three smaller associations and over 250 small businesses, and the Milwaukee-7 Manufacturing Industry Partnership, which includes seven employers in the region. The chairs of these groups are also employers, and they worked closely with WOW during the planning process. WOW used information provided by these two groups to identify training and hiring needs and skills required for the OJT program.

Grantees also engaged in employer outreach once the grant was awarded, as described in the following examples:

- The City of Boston Economic Development and Industrial Corporation (EDIC) administers an online application process for students interested in the internships and also registers companies interested in employing interns. Students submit an application and resume to partner employers. Companies select and employ interns through their own hiring processes.

- To find more companies interested in hiring through the program, the Tarrant County Local Workforce Development Board’s grant coordinator regularly searches Work in Texas (the Texas Workforce Commission’s job search website) and the Texas job bank, in addition to contacting companies and associations at job fairs.
- The grantee staff from the Kansas Department of Commerce recruits employers by visiting companies one by one, making contact at job fairs, speaking to groups like the Kansas Economic Development Alliance, and attending relevant industry conferences.
- Central Minnesota Jobs and Training Services Inc. (CMJTS) started its TST OJT program with six employers that it had worked with previously. After the grant was awarded, CMJTS continued to recruit employers, some through connections it already had from previous or concurrent OJT programs. The project coordinator also attends the Central Minnesota Manufacturing Association’s monthly meetings to spread the word about the grant program. Additionally, workforce development officers in each of CMJTS’s three service regions refer potential employer partners to the project coordinator. CMJTS as a whole advertises all of its programs, including Central Minnesota Advanced Manufacturing On-the-Job Training (CMAM-OJT), at events. The program has developed a succinct brochure for use in recruiting employers at various grant program events, AJCs, and industry events.
- The Oregon Manufacturing Extension Partnership (OMEP) and Worksystems Inc. recruit employers through their regular business services outreach at the local AJCs. Through the active business services channel, employers learn about the program and seek additional information. OMEP also recruits employers more actively, as part of the process of helping job seekers find employment. In some cases, job seekers will identify employment opportunities and “recruit” employer participation in OJT.
- During the grant application process, Northwest State Community College identified a large employer that would provide OJT positions to about two-thirds of the projected program participants. However, this company closed and program staff at Northwest State had to adjust their plans. Northwest State hired a full-time recruiter to identify employers in the area that could provide OJT positions.

Overall, the TST grantees have established strong working relationships with a wide array of employers that has enabled them to place significant numbers of participants into OJT positions. Grantees used various strategies to recruit employers. Some identified and recruited employer partners during the grant application process based on pre-existing relationships and then maintained or enhanced those relationships in implementing the grant. Others recruited employers through industry conferences or job fairs, or hired a staff person to focus on building relationships with employers.

#### **4.4 Training Arrangements**

As discussed in this section, the OJT programs vary across a number of dimensions, including the level and duration of the wage subsidy, the nature of agreements with employers to deliver the training, the content of the training delivered by employers and outside organizations, and how expectations are set about hiring participants following the subsidy period.

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#### 4.4.1 Subsidy Structure

The TST OJT programs subsidize participants' wages for a specified amount of time; the amount and length of the subsidies vary across programs.

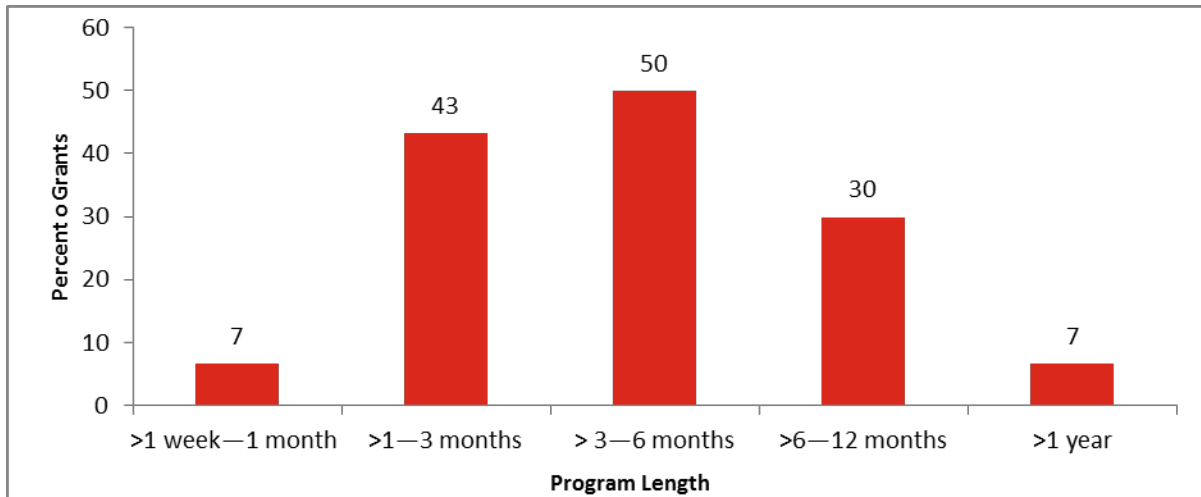
##### *Amount of Subsidy*

Hourly wage subsidy levels range from \$4 an hour to \$30 an hour. Grantees use several different reimbursement options to determine the wage subsidies for participants enrolled in OJT, including the following:

- **Reimbursement of 50 percent of the participant's wage for a set time period with no hourly or total funding cap.** Seventeen percent of TST OJT programs (5) use this approach. For example, Northwest State Community College covers 50 percent of wages for an 18-week period with no limit on the wage rate reimbursed. River Valley Community College reimburses 50 percent for up to one year, though most of its OJT programs last only eight to nine weeks.
- **Reimbursement of 50 percent of the participant's wage with either an hourly wage or total funding cap.** Another 17 percent of TST OJT programs (5) use this approach. For example, Managed Career Solutions reimburses 50 percent of an hourly wage up to \$23. Alternatively, Worksystems Inc. covers 50 percent of wages up to a maximum of \$6,500 in Oregon and \$5,000 in Washington State.<sup>30</sup>
- **Reimbursement depends on the size of the grantee or the nature of the position.** Seventeen percent of TST OJT programs (5) provide a higher reimbursement rate for small employers and a lower rate for large employers. For example, WOW Workforce Development Inc. reimburses wages based on employer size. Small businesses with 50 or fewer employees are reimbursed 90 percent of participants' wages; businesses with 51 to 250 employees, 75 percent; and businesses with 250 or more employees, 50 percent. CareerSource North Central Florida reimburses 50 to 90 percent of wages depending on the company size.
- **Reimbursement of a fixed hourly or total amount with a set time limit.** Two grantees use this approach. The City of Santa Ana subsidizes \$12–\$15 per hour for 8–10 week internships. Los Angeles Southwest College subsidizes \$17 of the hourly wage (\$30 per hour for experienced engineers) for 10-week internships.
- **Reimbursement of full wage.** One grantee, the Urban League of Greater Atlanta, pays the full wage of \$33,000 during the eight-month OJT period.
- **Partial reimbursement after retention in an unsubsidized job.** To create an added incentive for participant retention after the subsidy ends, one grantee, Worksystems Inc., pays half of the wage reimbursement at the completion of the training period and pays the other half after a three-month retention period.

##### *Length of the Wage Subsidy*

Wage subsidy duration also differs across grant programs, although reimbursement agreements are most commonly provided for six months or less. As shown in Exhibit 4-4, the most common subsidy length is three to six months (50 percent), followed by one to three months (43 percent). These subsidy lengths are consistent with those studied in national evaluations of “transitional jobs” or jobs with wage subsidies—both of which resemble OJT.<sup>31</sup>

**Exhibit 4-6: Length of Wage Subsidy for OJT Programs**

Source: Authors' tabulations of data from phone interviews conducted with TST grantees.

Note: N=30. Percentages sum to more than 100 because some grantees provide more than one OJT program.

**4.4.2 Agreements with Employers to Provide OJT Positions**

Grantees enter into formal agreements with each employer that provides an OJT position. The agreements typically specify the financial terms of the arrangement as well as the training and supervision to be provided. Agreements also may include a commitment to hire after the subsidy period ends. Grantees structure these agreements in different ways, including the following:

- **A short agreement or contract.** Worksystems Inc. uses a two-page OJT agreement that lays out the rules of the OJT program. Employers must provide a training plan that spells out the type of training involved and skills to be learned. Employers participating in the District 1199C initiative also sign a two-page contract with the program in which employers agree to (1) provide OJT for the first three months of hire (six months for RNs); (2) hire all OJT participants as full-time unsubsidized employees upon completion of the OJT period; and (3) provide monthly reporting of progress and wages during the OJT period.
- **A joint letter of commitment.** In Oklahoma's Greenovation program, employers sign an OJT agreement letter that specifies that employers agree to treat participants like any other employee in terms of benefits received and to consider the OJT participant for full employment.
- **Separate training plan and financial contracts.** In Central Minnesota, the employer signs two contracts with the program: (1) an OJT training plan contract and (2) a financial contract. The OJT training plan contract is developed collaboratively and specifies the skills to be obtained by the program participant, the specific industry-recognized credential to be earned, and the staff member(s) who will be responsible for the participant's training. The financial contract outlines the reimbursement of participant wages at 50 percent for 2,080 hours over 12 months and the coverage of the first \$1,000 in credentialing costs.

The TST-funded OJT programs vary substantially in how they are structured, what the grantees expect from employers, how wages are subsidized, and how and where training is delivered. In many cases, the OJTs are individualized so the expectations are different based on the employer, the occupation, or the individual's background. Grantees report that employer contracts are important for

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defining expectations and ensuring the necessary training is provided. At the same time, at the request of employers, grantees have worked to balance the need for detail and complexity in the agreements with the need to lessen the administrative burden on employers.

#### 4.4.3 OJT Training Strategies

Grantees use a range of approaches to provide training to participants, including the following:

- **Individual training plans.** The most common approach to training in the TST OJT programs is for employers to provide individualized training at the employment site. Under this approach, participants generally meet with an advisor and a representative from the employer to develop a training plan. Usually, this plan is individualized based on the employer and the position. An individualized training plan identifies the skills needed for the job and the areas in which the individual needs additional training. For example, the program at Junior College District of Metropolitan Kansas City (MCC) tailors the content of the training to the individual based on his or her background and the skills needed for the particular position. A job developer from one of MCC's two primary partners, the Full Employment Council or Workforce Partnership, meets with the participant and the employer to develop a training contract and routinely follows up on progress.
- **Formal classroom training.** Some grant programs enroll participants in classroom training that can result in a degree or certificate before placing the participant in an OJT position. For instance, at River Valley Community College, participants complete computer numerical control machinist certification training and earn 24 college credits; most then get 52 weeks of OJT. An outreach strategist helps place open-enrollment students at partner employers.
- **Combination of in-house training and outside training.** The Urban League of Greater Atlanta places participants at Ernst and Young. Participants spend the first four to five months of their OJT experience in classroom-based training courses (technical systems training from E&Y, business-related training from Clark Atlanta University, and soft skills training from the Urban League) after which they are matched with E&Y employees and are able to work on actual accounts.

Overall, while employers have used a range of training strategies for their OJT positions, the most common approach has been to provide individualized job-specific on-site training.

#### 4.4.4 Supports beyond Training

The grant programs employ various service delivery strategies to support participants and employers during the OJT experience. Many grantees have assigned a dedicated staff person to work with the employers, monitor the training, and address any issues that arise. For example, at the Kansas Department of Commerce, program staff follow up with participants every 30 days during training, sometimes on-site at the employer's location. Likewise, SVWIB gets monthly progress reports from employers. WOW Workforce Development has an employer relations specialist who works with employers to develop a training plan and conduct assessments halfway through and at the conclusion of the training. Other grantees have a less formal schedule for follow up but rely on a dedicated grant staff member to determine the frequency and need for monitoring. At River Valley Community College, employers send participant time sheets and assessments to the grantee for review.



Many grantees refer back to the training plan to ensure that employers are implementing the OJT as agreed upon. For example, Tarrant County Local Workforce Development Board has specific milestones that each participant signs off on during training. Central Mississippi Planning and Development District also uses a training plan to monitor OJTs. In this case, upon completion of the program, the employer and participant certify that the skills outlined in the training plan were attained.

#### **4.4.5 Commitment to Hire Post-Subsidy**

Most of the TST grantees report that employers make a commitment to hire OJT participants after the subsidy period contingent on satisfactory performance. This expectation is often stipulated in the OJT contract. For example, the Urban League of Greater Atlanta specifies that upon completion of the full eight-month program at Ernst and Young, successful participants are to be placed in a full-time unsubsidized job lasting at least 12 months at an annual salary of \$40,000.

Often, participants are considered full-time employees during OJT. For example, in the Worksystems Inc. grant program, anyone hired into OJT is to be considered a regular, full-time employee and is expected to stay on the job for at least one year (the wage subsidy lasts one to six months).

In some cases, employers must take an employment action to hire the participant after the completion of the OJT period. For example, OJT participants may be in a probationary status during the OJT period, affording employers an opportunity to decide whether to keep them on when their probation ends. One variation reported by the National Institute for Metalworking Skills Inc. is that companies hire participants on a temporary basis for the first 90 days and, if the OJT is successful, hire the participants permanently. However, companies are not reimbursed for OJT until the participant becomes a permanent employee.

A few grantees designate OJT positions as internships with no explicit commitment to hire the individual when the subsidy ends. Oklahoma Greenovation uses its OJT slots to support internships during or immediately following graduation from four-year college programs. It reports 15 to 20 percent of participants are hired by their OJT employers. The City of Boston Economic Development Industrial Corporation OJT program also offers internships to participants who may not want to transition to full-time employment because they plan to continue their education after the internships. The City of Santa Ana reports that participants have to pass through normal employment processes, but the program's graduates get priority attention.

Overall, the OJT grantees have customized their training arrangements to fit their particular program goals, partners, and contexts. Wage subsidies range from \$4 to \$30 per hour, usually for six months or less. Employers and grantees enter into formal agreements that specify the terms of their partnerships, particularly the financial terms and the training and supervision provided. The training provided ranges from individualized plans to formal classroom training to combinations of internal and external training. The training often is monitored by dedicated grantee staff who intercede where needed. Finally, many OJT programs include either formal or informal commitments to hire participants after the training period, if their performance is satisfactory. Ultimately, in designing and implementing their training arrangements, the OJT grantees attempt to balance the needs of participants with the needs of employers.

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## 4.5 Summary

Forty percent of the TST grantees operate OJT programs as a service delivery strategy for helping unemployed or underemployed individuals obtain jobs in a range of industry sectors, including manufacturing, IT, healthcare, and engineering. In most cases, the programs subsidize the participants' wages as an incentive for employers, with the understanding that the sponsoring employers will continue to employ the participants after the wage subsidies end. In a few cases, the programs are designed as internships where employers are not expected to hire participants after the subsidy period. The OJT programs operate on a relatively small scale compared to other TST programs but many were able to meet their enrollment targets.

Overall, the TST grant programs established strong working relationships with a wide array of employers, both large and small, that enabled them to place significant numbers of participants in OJT positions. While some programs use employer partnerships established before the grant was awarded, other programs engage in ongoing employer outreach, connecting with employers at AJC activities involving the business community, searching job banks, contacting companies and associations at job fairs, working with industry associations and economic development organizations, and developing strong marketing materials.

As the OJT programs focus on matching unemployed individuals with prior work experience and some postsecondary education with middle-skill positions, recruiting and identifying a sufficient number of qualified people has been a priority for program operators. Many have been successful in recruiting relatively large numbers of participants for their OJT programs, but often it has taken a concerted effort to do so. The programs use a variety of recruitment sources, typically AJCs, community and four-year colleges, and other community organizations. For some, reverse referrals from employers have been important for recruiting OJT participants, meaning that the programs enroll participants the employers have identified.

The OJT programs differ widely, particularly in terms of the wage subsidies offered, the proportion of wages paid by the program, and the subsidy duration. The training commonly takes place at the work site, but a number of programs provide more structured training both on and off-site. Programs also typically monitor participants' progress and assist in addressing any issues that arise.

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## 5. Key Lessons from the TST Grant Programs

As discussed in this report, TST grantees implemented a wide range of training strategies to improve the skills and employment options of American workers, including those who are unemployed or currently working but in need of a skills upgrade. These grant programs—which generally function as partnerships between workforce agencies, employers, and educational institutions—support classroom training, incumbent worker training, and OJT in a range of industries but most commonly in IT, healthcare, and manufacturing. The TST grants generally support training for individuals at a middle-skill level who can qualify for training programs that prepare them for jobs above the entry level. However, given the poor economic conditions at the time the grants were awarded, DOL also required grantees to emphasize training for currently unemployed or underemployed individuals, particularly those unemployed for six or more months.

Because less is known about employer-based training strategies, this report focuses on the experiences of grantees operating incumbent worker training and OJT programs and is based on phone discussions with all grantees, site visits to five grantees, application proposals, and program enrollment data. It is beyond the scope of this study to report on the effectiveness of the training programs in increasing participants' employment and earnings. However, the descriptive information collected by the study indicates that most grantees have successfully launched and implemented these employer-based training strategies, many of which operate on a relatively large scale. Collectively, their experiences offer insights into incumbent worker and OJT program implementation. These lessons are highlighted below.

- **Flexibility in program design helps grantees address local training and employment needs, particularly those of employers.** Grantees differ in the number and types of employers they work with (e.g., industry and size); the structure of the partnerships that operate the grant-funded services, including training; and the arrangements for providing training. Specifically, the employer-based trainings vary in duration, the mode of delivery (e.g., in person versus online), the use of group and individualized training, and the structure of the wage subsidy (for OJT programs) or the employer contribution (for incumbent worker programs). Under the TST program, the grantees were able to tailor the training and provide specific credentials requested by employers. This allowed grantees to operate their programs on a relatively large scale and meet their enrollment targets. While this flexibility has helped grantees implement a range of programs, it makes it difficult to draw conclusions about the efficacy of the different training approaches.
- **Partnerships with employers are critical to the training initiatives, and concerted recruitment efforts are needed to engage this community.** For the most part, the TST grantees established the needed partnerships with employers to operate their incumbent worker training and OJT programs. While some grantees use employer partnerships that were established when the grant was awarded, many also found it important to engage in ongoing employer outreach throughout the grant period. This outreach was done through searching job banks, contacting employers and industry associations at job fairs, conducting direct outreach to industry associations, and developing targeted marketing materials. Some grantees found that local economic development organizations in their region were strong partners in educating employers about the training opportunities available through the grant and advocating for their use. Grantees

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had to identify a supportive employer contact, which could vary from someone in the HR department to the CEO. Employer partnerships in some instances enabled the TST grantee to support training to meet the common needs of multiple employers at once. This investment strategy helps to defray the cost of highly specialized training while strengthening the overall mobility of labor within the sector.

- **The dual target groups of the TST grants have presented recruitment challenges for some grantees and made participant outreach a priority.** While most grantees succeeded in recruiting participants for the employer-based programs, some faced challenges in identifying individuals who were both (1) unemployed for long periods and (2) had the experience and educational background required for middle-skill positions. Recruitment was particularly challenging for the OJT and classroom training programs, and less so for programs targeting incumbent workers who are generally easier to identify. Grantees approached this challenge by establishing strong connections with AJCs, community and four-year colleges, and other community organizations. Some grantees relied on reverse referrals, where the employer recommends a candidate for the program that it has identified through its own channels.
- **Grantees' efforts to establish employer partnerships broadened awareness of the public workforce system in the business community.** Some of the employers interviewed as part of the site visits for this study reported that participating in the TST grant program expanded their community's knowledge of and involvement with the workforce system. Some of the larger employer partners involved in the incumbent worker training programs have previous exposure to the public workforce system and dedicated staff and other resources for identifying partnerships and funding opportunities. However, many small and medium-sized firms, particularly those recruited as partners later in the grant period, were not previously aware that this type of public support for training was available. Some recognized the public workforce system as a source for entry-level job training but had no knowledge of targeted training initiatives for middle-skill positions.
- **Employer-based training can be an important strategy for promoting a career pathway approach.** Many TST grantees, working with employers, have shaped their efforts, or at least established specific tracks in their programs, for participants who want to advance on an established career pathway. These pathways are defined by specific credentials and sequential occupational opportunities that can be prescribed and directed. While career pathway programs are often offered by educational institutions, the experience of the TST grantees shows that employers can be an important partner in developing and providing training to move workers forward on a career trajectory. Despite the variation in length, complexity, and occupational opportunity, the career pathways emphasis of programs offered by these grantees and their employer partners dovetails with TST's broader effort to promote long-term opportunities for workers.
- **Reducing the administrative burden on employers helps to gain and maintain their commitment to the program.** Some employers interviewed for the study expressed hesitation about participating in publicly funded workforce programs because of the perceived administrative burden. TST grantees seek to alleviate employer anxiety and address reluctance to participate by helping employers with completion of grant-required paperwork and/or simplifying the funding application process. In particular, smaller employers with no previous workforce system exposure noted that they did not know what to expect regarding administrative functions,

such as training approval, record keeping, and reporting. This lack of logistical clarity appears to be compounded by preconceptions about the time-consuming “red tape” employers anticipate will be part of the partnership. Grantees address these concerns by implementing clear training agreements and taking steps to simplify reporting requirements.

- **Employer-based training models require ongoing attention.** Many grantees that support incumbent worker training programs had employer partnerships and commitments in place when their grant applications were prepared. By the time the grant was awarded and activities were implemented, the training needs of some employers had changed. In these cases, the employers either filled fewer training slots than expected or disengaged entirely. As a result, some grantees redistributed funds to existing partners that absorbed additional training slots or to newly identified employers that identified workers and training needs.
- **Mechanisms for monitoring employer-based training are needed.** Incumbent worker training and OJT programs are often customized to meet the developmental needs of individual workers or a specific career pathway associated with a job classification. For employers to maximize training opportunities, they need considerable latitude to design training options and identify training providers. At the same time, grantees are ultimately responsible for ensuring that TST resources are invested in accordance with the spirit and requirements of the grant. This can be a challenge, particularly when the training is targeting either highly technical or company-specific competencies about which the grantee may know little.
- **Grant funds are useful for leveraging employers’ specialized training resources.** Many TST grantees, particularly those supporting incumbent worker training, partner with very large Fortune 500 firms that historically relied very heavily on H-1B visas. These firms typically have extensive and customized training operations to develop their internal workforce and do not need to rely on external providers to create or adapt training offerings. Instead, these employers use grant funds to expand the breadth or availability of their pre-existing training opportunities.
- **Employer-based training requires balancing the needs of workers and employers.** Employer-based training can be challenging to deliver. On the one hand, workers must make time for training while holding down a job. At the same time, employers must maintain productivity levels while their workers learn new skills. A number of grantees have structured their service delivery models to balance these conflicting needs. Numerous grantees offer asynchronous distance learning, such as online coursework, which allows training to be pursued during off-hours or without leaving the workplace. Other grantees bring the training directly to the workplace during work hours or allow the employers to rely on the resources and systems they already have in place.

The experiences of the TST grantees underscore the importance of strong employer partnerships in establishing and operating training programs, particularly for programs focused on middle-skill employment. Their experiences also strongly suggest that ongoing and targeted employer and participant recruitment are critical elements of program success. The TST grants opened avenues for the workforce system to engage with employers in the training and advancement of workers in middle-skill jobs in the IT, healthcare, and manufacturing sectors. However, the extent to which the employer-based training funded by the grants enhances or supplants what the employer would have otherwise provided cannot be determined. Whether employer-based training enhances or supplants existing training provided by employers may be an area for future research studies.

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## Appendices

Appendix A. Summary of TST Grant Programs included in Site Visits

Appendix B. TST Grant Program Summaries

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## Appendix A. Summary of TST Grant Programs included in Site Visits

This appendix provides a summary of the TST grant programs where site visits were conducted: Automation Alley, Central Minnesota Jobs and Training Services, The Columbia-Willamette Regional Workforce Collaborative (recipient of two TST grants, one to the Oregon Manufacturing Extension another to Partnership and Workforce Systems), District 1199C Training and Upgrading Fund, and Workforce Solutions of North Central Texas.

### Automation Alley

#### Overview

Automation Alley’s H-1B TST grant supports its Technical Talent Development Program (TTDP). A subset of funds supports Code ReConnect. TTDP provides funds to employers to train new hires and incumbent workers for H-1B-level occupations in IT. TTDP supports flexible, employer-driven worker training that results in an industry-recognized credential. The grant partners are two large employers that were partners in the grant application and 28 employers that applied for and received funding through the TTDP Challenge Fund. Code ReConnect, a pilot project, targets long-term unemployed workers who have a background in IT. Code ReConnect provides classroom and lab training, psychosocial soft skills training, a certification, and work experience, with the goal of enabling a transition to full-time employment.

#### Grant Program Summary: Automation Alley

**Program Name:** Technical Talent Development Program (TTDP)

**Location:** Southeast Michigan

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

**Program Type:** Classroom and incumbent worker  
**Target Group:** New hires, long-term unemployed, and incumbent workers in IT

**Enrollment Target:** 715

**Number Served:** 886

#### Program Goals and Context

Automation Alley is a technology-focused membership organization with approximately 1,000 members. It aims to “grow the innovation cluster in Southeast Michigan” (an eight-county area) by providing programming and services to the technology business community that encourage entrepreneurship, develop high-tech talent (the H-1B TST grant supports this) and support advanced manufacturing. Across the eight counties, the unemployment rate in the IT field is under 2 percent. IT employers are selective in hiring staff and look for experienced candidates rather than candidates with limited work experience who would need training.

The goal of TTDP is to retain and attract technical talent, specifically at job levels associated with H-1B visas. The centerpiece of TTDP is the Challenge Fund. Employers apply for funds to train new hires and incumbent workers in H-1B-level IT occupations. Given the very tight IT labor market, the program also aims to encourage employers to consider “B candidates” (those employers are unlikely to interview given their lack of a particular certification or work experience) by supporting training to convert them to “A candidates” (potential hires).

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## **Program Structure and Key Partners**

Automation Alley manages the grant and encourages its members to apply to the Challenge Fund. Key staff include the program's director and a talent development specialist. EdEn Inc., a small project management firm, administers the Challenge Fund and oversees employer partners' training activities. EdEn Inc. has three staff members who review Challenge Fund applications, maintain a capabilities matrix of training providers that employers can use (including types of training available, location of training, and cost), procure the selected training provider, and oversee each training participant's enrollment and completion. To participate in the TTDP program, employer partners must be members of Automation Alley.<sup>32</sup>

A subset of grant funds supports Code ReConnect, which targets individuals who have been unemployed for at least six months. Kelly Services is the employer partner that assists with interviews and selecting candidates and also facilitates work experience placements. Oakland County Michigan Works! (OCMW), the local AJC, recruits participants and provides psychosocial soft skills training. Oakland Community College (OCC) is the training provider. Key staff from all partner organizations are credentialed as certified business solutions professionals (CBSPs). CBSP is a portable credential designed for those involved in workforce, talent, and/or economic development that emphasizes the importance of partnerships as well as identifying and sharing solutions.

## **Target Population, Participant Recruitment, and Enrollment Levels**

TTDP targets IT and manufacturing employers that need to train new hires or incumbent workers (with the intent of promoting them and then hiring new workers to fill vacated slots) in full-time H-1B-level IT or project management jobs but lack the internal budget and/or capacity to provide the training. Automation Alley hosted informational sessions for its members about TTDP. The sessions emphasized that the Challenge Fund does not exclusively support incumbent worker training and is an opportunity for companies to train new hires. Twenty-eight companies have received training funds. Each selected employer, including the two written into the grant, identifies employees for training as well as the training provider and type of training (length, mode, certification). EdEn Inc. then contracts directly with the training provider, registers the participants, pays for the courses, issues vouchers to pay for the credential-related exams, and monitors participant completion. A participant may not enroll in subsequent training until the employer documents that the first training is completed.

Some Challenge Fund recipients are not using or underusing their allocated training budgets. Automation Alley staff meet with these employer partners to determine why the funds are not being expended. If an employer does not use its awarded funds in six months, EdEn Inc. reallocates the award back to the Challenge Fund. In reviewing requests for funding, EdEn Inc. balances rewarding companies that are successfully training employees with broadening their reach by funding new applicants. An employer's failure to use funds is considered in any subsequent application. The TTDP program's goal was to support training for 715 employees over a three-year enrollment period. As of December 2014, TTDP had enrolled 886 participants.

The Code ReConnect pilot program targets long-term unemployed workers who have some background in IT. To identify potential participants for the first cohort of the program, which ran from April through June 2014, OCMW contacted educational institutions, churches, veterans groups, and local chambers of commerce. Staff also used the Michigan Talent Connect database to announce



Code ReConnect informational sessions for job seekers. Staff prescreened applicants and held an orientation that reviewed the content and expectations of the program. Interested individuals then completed an online assessment designed by OCC and Kelly Services. The first cohort of the Code ReConnect pilot had nine participants, eight of whom completed the program. Three completers had been placed in full-time jobs as of September 2014. A second cohort of Code ReConnect was planned for 2015 and will incorporate more soft skills training, including communication, follow-through, and appearance.

### **Employer Partnerships**

TTDP funds 30 employers. Two original employer partners (HP Enterprise Services and Lakeside Software) were allocated specific funding amounts in the grant application and thus did not need to apply to the Challenge Fund. These proposed allocations were based on hiring projections that subsequently were reduced due to changes in the economy. For example, HP Enterprise Services was originally allocated \$2.5 million but as of September 2014 had spent only \$500,000. Unused funds were reallocated to the Challenge Fund. The reallocation of funds enabled Automation Alley to add 28 more employer partners to the program.

Interested employers complete an extensive Challenge Fund application. It includes (1) a mission statement; (2) growth plans and how TTDP funds will support the plans; (3) a description of current training activities and expenses; (4) hiring plans; (5) number of workers to be trained (including job title, Standard Occupational Classification code); (6) proposed career pathways for trained workers (job occupation progression, required education and experience, needed certifications); and (7) for each component of the pathway and certification track, a plan of study and budget, exam name and numbers, the required classes, the preferred training provider, the estimated cost of training, the number of new hires and incumbent workers to be trained, and the anticipated timeline).

TTDP employer partners follow a very specific process that includes electronically submitting forms for eligibility determination (includes information required for HUB, the H-1B Electronic Reporting System). Employers submit a TTDP Training Request Form. Once workers are trained, employers submit proof of course completion, a TTDP Practice Test Request Form and, following the certification exam, the exam results and a copy of the earned certifications. Employers that exhaust their awarded funding can request additional training funding after all completion documentation is submitted. EdEn Inc. tracks the employer to determine the administrative fees, which are 15 percent of every dollar invested by the program in the employee's training and a 50 percent match of the participant's wages while in training, and communicates the appropriate amounts to Automation Alley, which invoices the employer.

Kelly Services, the employer partner for Code ReConnect, works to place participants at employers for six-month mentorships so they can gain work experience. Participants are on Kelly's payroll during the mentorship, and mentor companies are charged a discounted rate for these personnel. Employers are not required to hire the participants after the six-month period, but if the individual is not hired, Kelly can remarket the candidate as experienced.

### **Description of Training and Other Services Provided**

#### **TTDP**

Each employer partner selects a training provider and an off-the-shelf training program with standard classes for a certification track. TTDP does not fund development of customized training. As of

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September 2014, 26 training providers were in TTDP's training capabilities matrix. Common certification tracks include Agile Project Management, Cisco, Citrix, CompTIA, Information Security, Microsoft, Physical Security Professional (PSP), SAP, Scrum, Security, and Mobile Applications. To be approved for funding, training must lead to an industry-recognized credential that is stackable and at the H-1B level.

The majority of TTDP-funded training is delivered live online. Online live training is not computer-based, rather the participant watches an instructor in a live format and the course has a clear start and end date. Participants must be logged into the system and participate in class activities to earn a certificate for course completion. Some employers select on-site group training or computer-based training; however EdEn Inc. discourages computer-based training because often it is often open-ended and participants do not follow timelines or complete their training. The length of training varies but is typically three days. Some certificates require multiple components that can take a few months to complete. Training is typically completed at the work site. Some employers, particularly small companies that were unable to use all of their TTDP training funds, cited the inability to excuse employees from work due to heavy workloads as the reason for not training the expected number of employees.

### **Code ReConnect**

This program runs 40 hours per week for seven weeks and includes three classes. All training occurs at the OCC Auburn Hills campus. Two-thirds of the training is classroom-based and one-third hands-on lab time. At the conclusion, participants are prepared to earn two credentials: Microsoft Certified Professional (MCP) and Microsoft Certified Solutions Developer (MCSD). OCC procured an external vendor to provide the training for the first cohort, which was taught by an industry expert certified to teach Microsoft certification courses.

### **Other Services**

Supportive services are part of Code ReConnect and are provided by Kelly Services and OCMW. For the first cohort, OCMW held resume writing, mock interviewing, branding, and social media workshops. Kelly Services offered coaching to Code ReConnect participants that included one-on-one interviewing practice, resume redevelopment to market to a specific employer, and clothing and appearance coaching as well as providing feedback gathered from company interviewers to help participants improve for future interviews. Kelly Services arranged six-month mentorship placements and remarketed participants to employers as experienced candidates following the mentorship.

## Central Minnesota Jobs and Training Services

### Overview

Central Minnesota Jobs and Training Services (CMJTS) operates the Central Minnesota Advanced Manufacturing On-the-Job Training (CMAM-OJT) program to provide training for long-term unemployed individuals in mid- to high-skill advanced manufacturing positions. Working with close to 30 employers, the project combines 9–12 months of full-time on-the-job training with concurrent classroom training for obtaining an industry-recognized credential. The program uses an individualized training approach for each participant and employer partner, establishing program goals and skills to be gained for each OJT placement on a case-by-case basis. The H-1B TST grant program reimburses employers for 50 percent of a participant’s wages for up to 2,080 hours of training over 12 months, in addition to providing \$1,000 toward training for an industry-recognized credential and supportive services such as housing and transportation assistance.

### Grant Program Summary: Central Minnesota Jobs and Training Services

**Program Name:** Central Minnesota Advanced Manufacturing On-the-Job Training  
**Location:** Central Minnesota  
**Grant:** \$1,639,688  
**Program Type:** OJT  
**Target Group:** Long-term unemployed with at least a high school degree and a demonstrated interest in working in advanced manufacturing  
**Enrollment Target:** 50  
**Number Served:** 39

### Program Goals and Context

CMJTS is an American Job Center (AJC) for an 11-county region in central Minnesota that is located northwest of the Twin Cities of Minneapolis/St. Paul. The central Minnesota region, a mix of rural and suburban communities, has the largest percentage of manufacturing jobs in the state (13 percent) outside of the seven-county Twin City metro region. CMJTS’s offices are centrally located within the service area. The unemployment rate for the service area was the second-highest in Minnesota in March 2014 at 7.1 percent; the region’s unemployment rate peaked at 9.7 percent in 2009. CMJTS has over 25 years of experience running OJT programs across a range of industries. The goal of CMAM-OJT is to address employer needs in central Minnesota for high-skilled workers in advanced manufacturing occupations.

### Program Structure and Key Partners

CMJTS administers CMAM-OJT and the program is operated by the project coordinator, the only staff person funded by the program. The project coordinator oversees all of the day-to-day program operations and is involved in all levels of program activities, from recruitment to participant performance evaluations upon OJT completion. CMJTS’s workforce development officer oversees the project coordinator. The regional workforce development advisors, placement specialists, and dislocated worker counselors at the AJC provide referrals and make employer connections for the project coordinator; however, these positions are all supported through funding outside of the TST grant. CMJTS’s primary partners are the 29 employers who hire and train participants in full-time OJT positions and oversee the training process. CMJTS also partners with local technical colleges to provide some of the industry-recognized credential training (e.g., CNC machinist certification training).

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## **Target Population, Participant Recruitment, and Enrollment Levels**

CMAM-OJT's primary target population is mid- to high-skill long-term unemployed individuals (those unemployed for up to six months or longer) with at least a high school degree and a demonstrated interest in working in advanced manufacturing long term, most often demonstrated by experience in the industry. Most participants, but not all, have an associate's degree.

The majority of participants are recruited via referrals from CMJTS's regional dislocated worker counselors, though some referrals come from area unemployment representatives. CMAM-OJT also receives participants via reverse referrals from employers, which means employers identify potentially eligible individuals they wish to hire and ask CMAM-OJT to assess the individual's eligibility for the training program. The program coordinator attends industry events to promote the program, including the monthly Central Minnesota Manufacturing Association meeting, in addition to presenting to various employer groups. The program also is marketed to employers via a brochure, and some media marketing is aimed at encouraging long-term unemployed individuals to visit the workforce center. At the time of the site visit, program staff were exploring additional forms of outreach via the use of social media and the state MinnesotaWorks.net website.

The program aims to serve 50 participants over a three-year enrollment period. As of December 2014, the program had enrolled 39 participants, 18 of whom had completed their 12 months of training. At least six individuals did not reach program completion for a variety of reasons, including medical leave and termination.

## **Employer Partnerships**

The 29 employer partners play an integral role in training and employing participants in the CMAM-OJT program. The project coordinator works collaboratively with each employer partner to develop an individual on-the-job training contract for each participant that includes (1) approximately eight specific skill sets that each participant will gain over the course of the 9–12 month program; (2) an appropriate industry-recognized credential to be earned during the program; and (3) justification for the 2,080 hours of training the participant will complete. The employer partners are responsible for identifying staff that will train the OJT participants and oversee the training process. As part of the contract with CMAM-OJT, employers must hire participants as full-time staff with full salary and benefits at the participant's job level at the start of their OJT. CMJTS also establishes a financial contract with each employer partner that outlines the reimbursement of participant wages at 50 percent for 2,080 hours over 12 months, as well as the first \$1,000 toward each participant's industry-recognized credential training. If the cost of training for a participant to receive his or her industry-recognized credential exceeds \$1,000, employers are expected to contribute the additional cost of the credential training.

## **Description of Training and Other Services Provided**

All of CMAM-OJT's program participants complete their on-the-job training at their employer's site, often via work-based, on-the-floor training. Each employer works with CMAM-OJT's project coordinator to establish who will train each participant, and this training varies by employer. At the majority of employers, a team of people from various departments within the company are designated to train each participant throughout the 12 months. At others, a designated mentor may work side-by-side with the trainee all day until he or she masters a particular skill or task. Other employers take a hands-off training approach and have the supervisor correct the participant as learning proceeds. It is

expected that participants will continue on with the employer in unsubsidized full-time, benefits-eligible positions upon program completion.

Based on the employer's job description and the skill level the participant is expected to reach by the end of training, the project coordinator and employer collaboratively establish and define the skills that each participant will gain during the program in his or her individual training plan. The typical contract outlines approximately eight job skill sets that the participant will gain over the course of the training, and each skill set is defined by four or five individual performance components. The contract is signed by the project coordinator, the employer, and the participant. The project coordinator checks in with the participant on a monthly basis to ensure the participant is making progress toward gaining the skills outlined in the OJT contract.

The first skill set outlined in each OJT contract is an industry-recognized credential. The content of training for such credentials varies and can be provided through classroom or online-based training. Credentials are awarded through organizations such as the Society of Manufacturing Engineers, the National Institute for Metalworking Skills (NIMS), the American Welding Society (AWS), the American Society for Quality (ASQ), the Manufacturing Skill Standards Council (MSSC), Lean Six Sigma, and the Occupational Safety and Health Administration (OSHA). Most participants work the same shift schedule and number of hours as their colleagues and complete their credential training and certification outside of their OJT work hours. A few employers allow participants to adjust their work schedule to accommodate training at the local technical or community colleges (e.g., participants work an earlier shift so that they are able to attend evening classes). Upon completion of their OJT and credential training, participants are expected to continue to be employed full time, unsubsidized, in the job for which they trained.

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## The Columbia-Willamette Regional Workforce Collaborative: Oregon Manufacturing Extension Partnership and Worksystems, Inc.

### Overview

The Columbia-Willamette Regional Workforce Collaborative operates across multiple counties in Oregon and Washington to support both employers and job seekers in targeted occupational sectors. The collaborative has used multiple H-1B and other grants to create an integrated approach to enhancing the skills of incumbent workers in the Advanced Manufacturing and IT sectors and to support employment of qualified unemployed workers in those sectors.

This collaborate brings together projects funded by several DOL grants including two H-1B TST grants, and a separate federal initiative, the Jobs and Innovation Accelerator Challenge (JIAC). The programs are packaged together under a single brand as the **ProSTEP Initiative**. The initiative focuses on job development and employment for high-skill workers in the Advanced Manufacturing and Software/IT sectors. ProSTEP includes the following programs:

- **The Metro In-Sourcing Training Initiative (MISTI)** is an incumbent worker program funded by one of the TST grants. The grantee is the Oregon Manufacturing Extension Partnership (OMEP), though the grant activities are largely administered by Worksystems, Inc. (WSI).
- **Metro Skills Training and Employment Partnership (STEP)** is an OJT program operating under the other TST grant. The grantee is WSI. STEP also funds other types of training, including classroom occupational skills training.
- **Clean Tech Advance (CTA)** is a JIAC OJT and occupational skill training program. CTA focuses on clean technology and manufacturing. JIAC projects are funded by three separate grants: a DOL grant to WSI, Economic Development Administration funds awarded to the Portland Development Commission, and a Small Business Administration grant to the Oregon Microenterprise Network.

The ProStep Initiative supports training for a wide range of IT and advanced manufacturing credentials. Employers participating in incumbent worker or OJT programs have wide discretion within the parameters of the grant about what training will be provided and how it will be delivered. Among the credentials that have been supported are certifications for particular computer software packages; certifications related to business processes such as Six-Sigma, Kaizen, and APICS; and support for academic programs, including undergraduate and master's programs. In addition, the

### Grant Program Summary: Oregon Manufacturing Extension Partnership

**Program Name:** Metro In-Sourcing Training Initiative (MISTI), part of ProSTEP  
**Location:** Portland-Vancouver metropolitan area  
**Grant:** \$5,000,000  
**Program Type:** Incumbent worker  
**Target Group:** Workers in mid-level positions in software/IT and advanced manufacturing  
**Enrollment Target:** 3,889  
**Number Served:** 2,339

### Worksystems, Inc.

**Program Name:** Metro Skills Training and Employment Partnership, part of ProSTEP  
**Location:** Portland-Vancouver metropolitan area  
**Grant:** \$4,567,095  
**Program Type:** OJT  
**Target Group:** Unemployed and in manufacturing  
**Enrollment Target:** 325  
**Number Served:** 482

grant has supported special trainings in areas like Lean Leadership and certification programs developed by the Oregon Bioscience Association.

### **Program Goals and Context**

The goal of MISTI is to increase business competitiveness and employee retention in the IT, software, and advanced manufacturing sectors by working with regional employers to train over 3,500 incumbent workers and 300 unemployed individuals across the Portland Metro Area. STEP aims to train over 300 AJC customers, with an emphasis on providing OJT for the long-term unemployed in the IT, software, and advanced manufacturing sectors

MISTI and STEP operate in the Portland, Oregon, metro area, which includes Vancouver, Washington. The Portland-Vancouver metro area is home to 2.2 million people and 50,000 businesses. The metropolitan region is 50 miles from south to north, and 125,000 people work across the state borders in both directions. The population is mostly white, with Hispanics accounting for approximately 10 percent and African Americans for less than 5 percent.

Advanced manufacturing and IT are large growth sectors in the metro area. Intel is the largest employer in Oregon, and its metro area campuses are its largest location worldwide. Several large home-grown locally headquartered manufacturing companies are located in the metro area, including Blount, ESCO, Leatherman, and Reser's Fine Foods. Half of the advanced manufacturing labor force is 45 years or older, and the sector is facing the need to replace more than 30,000 workers over the next decade due to growth and retirement. IT employment can be found in IT firms as well as in IT-related jobs in other sectors, including hospitals, banks, and warehouses. The IT sector has more small firms than the advanced manufacturing sector.

### **Program Structure and Key Partners**

The MISTI and STEP programs are being implemented concurrently by the same regional partnership. At the center of the partnership is the Columbia-Willamette Regional Workforce Collaborative, which consists of three WIBs in the Portland-Vancouver metropolitan area:

- **Worksystems, Inc. (WSI)** is the WIB for Multnomah and Washington counties in Oregon (which include Portland and neighboring communities).
- **The Southwest Washington Workforce Development Council (SWWDC)** is the WIB for Clark, Cowlitz, and Wahkiakum counties in Washington (which include Vancouver and neighboring areas).
- **The Workforce Investment Council** is the WIB for Clackamas County in Oregon.<sup>33</sup>

WSI is responsible for administering both the MISTI and STEP programs. OMEP, a nonprofit organization that aims to help Oregon manufacturers respond to the challenges of competing in a global economy and is part of the national Manufacturing Extension Partnership system, is the grantee and fiscal agent for MISTI. While OMEP subcontracts the majority of the work under the grant to WSI, it delivers the Lean Leadership Training program under the grant to employers who are seeking to improve their manufacturing and business processes. In addition, Oregon Bioscience Association, a statewide trade association, is using the MISTI grant to provide incumbent worker training

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## Target Population, Participant Recruitment, and Enrollment Levels

### STEP

STEP targets unemployed workers seeking jobs in manufacturing. Typically participants have a high school degree, some additional college or training, and prior work experience. Potential participants are identified either through at the AJCs or by employers. In some cases, participants are identified by training providers when they complete college or other training programs. As of August 31, 2014, STEP had enrolled 393 individuals, exceeding its goal of 334. Of those enrolled, 218 started OJT positions and 150 completed OJT; 112 individuals had obtained a credential; and 310 had found unsubsidized employment.

### MISTI

The target population for MISTI is currently employed workers in mid-level positions in the software/IT or advanced manufacturing sectors. Participant recruitment is handled exclusively by participating employers. Employers identify workers who can benefit from particular training programs. In many cases training is targeted to groups of employees in particular divisions or teams who work together on common processes. As of December 2014, MISTI had enrolled 2,311 participants toward its goal of 3,865.

### Employer Partnerships

Both MISTI and STEP have a significant number of employer partners. As of November 2014, 103 companies had participated in the incumbent worker training under MISTI. Two large employers, IBM and ESCO, were part of the original grant. OMEP has provided Lean Leadership training to employees in 14 companies. Two semiconductor manufacturers added after the grant began contracted directly with WSI to provide training to their incumbent employees. Oregon Bioscience Association has trained workers from 22 companies, and Learning for Leverage provided training to workers from 27 companies. In addition, WSI created the Employer Training Assistance Fund (ETAF) to create easy access to incumbent worker training for smaller employers. Thirteen companies have used ETAF for employee training. SWWDC has worked with 23 employers to provide incumbent worker training.

STEP has secured OJT placements at 75 companies. Employers hired participants with the understanding that they would receive reimbursement for 50 percent of wages paid up to a maximum of \$6,500 in Oregon and \$5,000 in Washington at the end of the one- to six-month training period. WSI and Clackamas County only pay half of the reimbursement at the completion of the training period. They pay the other half after a three-month retention period. SWWDC does not stagger the payments. The AJCs are responsible for recruiting employers into the OJT program and are actively doing so as part of their regular business services outreach to employers.

The AJCs are using both MISTI and STEP to build employer relationships, often providing both incumbent worker training and OJT to the same employer, along with other AJC services. Employers may hear about the program and come to the AJCs for more information. In some cases, job seekers will identify employment opportunities and “recruit” employer participation in OJT. Worksystems has tried to make participating in OJT easier for employers by streamlining contracts and paperwork and allowing employers to complete paperwork online and via email.



## Description of Training and Other Services Provided

### STEP

For OJT positions, employers develop a training plan for each candidate that specifies goals during the training period and that spells out the type of training involved and the skills to be learned. Often the training plan will be based on the skills required for the position (as measured by special vocational preparation (SVP) codes in the AJC O\*NET database) based on the employer description of the position and the employer's assessment of the candidate. The training is based on what the employer feels is most appropriate provide, though usually training is over-the-shoulder rather than classroom-based. STEP participants can receive financing for training that helps them improve their skills. Participants may choose an approved education and training vendor, and the program will cover the costs up to established limits. Under STEP, some employment supports, such as job coaching and career planning, are provided to participants as appropriate. In addition, most STEP participants are co-enrolled in Workforce Innovation and Opportunity Act (WIOA) services through the AJC and may receive transportation or other supports through that program.

### MISTI

MISTI requires that every incumbent worker training program result in a specific certificate or credential that is recognized in the industry in some way. Employers used the grant to offset the costs of training. In some cases, the grant might cover the full cost of the training delivered or purchased. In many cases, employers supplemented the funding provided with funds of their own to cover the full training costs. All employers are required to document a 1:1 match, that is, that they have provided resources toward the training at least equal to what the grant has provided. Employers generally cover this by permitting their employees to participate in training during regular working hours and then applying the salary or wages paid during the training toward the match. As of December, 31, 2014, the grant had reported \$3,270,000 in employer matches, far exceeding the grant's match requirement

Also, under the MISTI grant, OMEP developed an accompanying training program that helps companies address the human element in business process change. OMEP consultants work with manufacturing employers to help them improve their business processes by incorporating Lean and Toyota principles. Four monthly, half-day training sessions are delivered to key staff from participating employers to build leadership and management skills that will help participants improve their business processes. Oregon Bioscience Association, a statewide trade association, is using the MISTI grant to deliver one of the BioPro certificate programs to incumbent workers in a two-week boot camp and to support three other training programs in demand by their members. These have included HazCom safety training on OSHA and Department of Environmental Quality rules about Hazard Communications; a training for engineers on Class III medical devices (done through Biotronik MSEI); and a Lean Six-Sigma yellow belt training.

Employers are using the incumbent worker grant resources provided through MISTI to finance training that is aligned with identified needs. In many cases, the focus is on engaging workers to strengthen business processes as well as on building worker skills. Employers have used incumbent worker training to finance internal training sessions, group trainings provided by vendors, and classes that workers take in separate training programs. Examples of how the MISTI grant is being used include the following:

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- One employer used MISTI to partner with Mt. Hood Community College to purchase JUMP training from SAS for its engineers and advanced Excel training for its tech level staff.
  - One small IT services firm used MISTI for training for four employees: two took trainings on MS SQL Server, one on Microsoft Office 365 for Administrators, and one on business servers.
  - One large manufacturing company implemented a major training initiative to upgrade the skills of its maintenance workforce by developing a state-registered millwright apprenticeship. Through a series of trainings that include Shop Math and Lubrication and Bearings, both delivered at Portland Community College, the company is “growing its own millwrights. This company also sent two of its engineers to a master’s degree program in robotics at Oregon State University, paid in part by the company and in part by the grant; supported employees pursuing undergraduate degrees in general engineering at Portland State; provided American Production and Inventory Control Society ( APICS) certification training to about 25 of its supply chain employees; and hired an instructor to provide Process Variation Reduction (PVR)/Six-Sigma training to its manufacturing engineers.
  - A large semi-conductor firm uses MISTI funding to implement Kaizen training for workgroups to streamline production processes. The firm has seen improvements in measures such as on-time delivery, material turn rate, stable yield, and output per operator per day. It hopes these process improvements may lead to future operational expansion.
  - IBM provides training supported through the MISTI grant. IBM employees, in consultation with their managers, develop individual development plans annually. These plans can draw on 30,000 learning pieces and more than 2,000 courses of instruction that IBM makes available to its employees. Training may result in an industry-recognized credential or a company-specific certification.

The combination of the H-1B TST grants (MISTI and STEP) with JIAC has allowed the Columbia-Willamette Regional Workforce Collaborative to take an integrated approach to addressing the needs of the region’s employers in the advanced manufacturing and IT sectors. The collaborative sees the initiative as a step toward having the area’s business community recognize the AJCs as resources that can help meet area labor needs while also raising the employment and career prospects of the region’s workers.

## District 1199C Training and Upgrading Fund

### Overview

The District 1199C Training and Upgrading Fund (known as the Training Fund) operates the Health Career Mobility Project (HCAMP) to provide training for nursing and health information positions. HCAMP has four main components: (1) OJTs covering up to 50 percent of wages for the first three months of hire in selected health occupations, and up to six months for RNs; (2) \$2,000 in reimbursement for additional training for continuing skills improvement for individuals who have completed OJTs; (3) financial support for classroom training offered on-site at the Training Fund’s facility (currently, \$3,000 scholarships for current students in an LPN course); (4) and access to coaching, support services, and job search assistance for all students.

### Grant Program Summary:

#### District 1199C Training and Upgrading Fund

**Program Name:** Health Career Mobility Project

**Location:** Greater Philadelphia

**Grant:** \$3,073,122

**Program Type:** OJT

**Target Group:** Long-term unemployed, unemployed, and underemployed

**Enrollment Target:** 142

**Number Served:** 110

### Program Goals and Context

The Training Fund supports members of District 1199C of the National Union of Hospital and Health Care Employees and members of the Greater Philadelphia community by providing opportunities for training and skills acquisition. The primary goal of the Training Fund is to address workforce needs in the region’s healthcare industry, and HCAMP is part of the strategy to address these needs. The Training Fund aims to help long-term unemployed workers and other unemployed or underemployed workers become part of a pipeline of new employees in the healthcare field working as nursing, medical coders, and in medical office jobs.

The program serves the Delaware Valley, including the City of Philadelphia and surrounding counties in Pennsylvania, New Jersey, and Delaware. Most of those served have been in the City of Philadelphia and Philadelphia County, as this is where both significant numbers of long-term unemployed and many of the Training Fund’s employer partners are located.

### Program Structure and Key Partners

The Training Fund administers the program. Key staff include the program’s director, a career coach, and an employer liaison. The Training Fund’s primary partners in implementing the grant are the employers who provide the OJT. One of these, Temple University Health Services, was a key partner in developing the program model. Four area WIBs—Philadelphia Works Inc., Delaware State WIB, Camden County WIB, and Delaware County (PA) WIB—are grant partners and are available, as needed, to help the program contact employers.

### Target Population, Participant Recruitment, and Enrollment Levels

HCAMP’s primary target population is the long-term unemployed. The program’s goal is that at least 75 percent of those trained in the program are long-term unemployed. The rest may be unemployed or underemployed, which for HCAMP includes someone trained as a nurse but working as a certified nursing assistant. Most participants are RNs or medical office workers, with a smaller number of

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LPNs and medical coders participating. A large majority of enrollments are reverse referrals from employers. Employers identify potentially eligible individuals from among those they plan to hire and ask the Training Fund to screen the identified candidates for eligibility. The program's philosophy is that employers should be able to choose their employees. Another recruitment source is an on-site LPN class the Training Fund offers. HCAMP offers \$3,000 scholarships to students in this class to help pay for their final semesters in the program. Finally, the program enrolls people who are neither reverse referrals nor in the LPN class. This group includes candidates sourced by program staff including graduates of outside technical programs, graduates of the Temple Health Information Professions HPOG project, displaced workers referred through the union, and referrals from employers of some individuals they have recruited but are unable to hire.

As of December 2014, the program had placed 92 participants in OJT toward its goal of a total of 142 enrollments by the end of the grant period. Fifteen LPN students had received scholarships, including some who had subsequently been placed in OJT.

### **Employer Partnerships**

HCAMP is working with 20 employers to provide OJT. Some employers develop formal internal training programs that include some classroom training or other coursework, while others provide OJT that consists mostly of on-the-floor training. To participate, employers enter into a contract with HCAMP where they agree to (1) provide OJT for the first three months of hire (six months for RNs); (2) continue the full-time employment, unsubsidized, upon completion of the OJT period; and (3) provide monthly reports on progress and wages during the OJT period.

The employers who have provided the most placements are Temple University Health Services (44 as of September 2014) and Greater Philadelphia Health Action (14 as of September 2014). Temple University Health Services is one of the employers with a formal training program in place. As of October 2014, Greater Philadelphia Health Action was in the process of developing a formal training program.

### **Description of Training and Other Services Provided**

HCAMP's training strategy consists of four components: (1) OJTs in selected health occupations; (2) \$2,000 in reimbursement for additional training for continuing skills improvements for individuals who completed OJTs; (3) a \$3,000 scholarship for specific classroom training offered by the Training Fund. HCAMP also offers supportive services to all students, such as prep course and test fees for licensing exams and career coaching; and (4) and access to coaching, support services, and job search assistance for all students. All participants must participate in an OJT for any of the training to be covered by the grant.

### **On-the-Job Training**

OJTs in HCAMP are in selected health occupations: registered nursing, practical nursing, medical office work, and medical coding. HCAMP covers up to 50 percent of wages for three months of hire or six months for RNs. The employers hosting the OJT provide the training, which in some cases combine classroom, on-the-floor training, and mentorship. Some employers have formal training programs they have developed for their employees, and the OJT is offered through these programs. The program specifies minimum wages it will reimburse, which differ by occupation and range from \$15 per hour for medical office employees up to \$28 for RNs. The program aims to partner with employers paying at least the average market wage and prefers employers that provide health

benefits. Employers must develop individualized training plans for each participant outlining the training they will provide. The employer liaison works to create OJT opportunities that can be matched with candidates

Temple University Health Services, a teaching hospital with the most OJT placements in the program, is an example of an employer with a formal training program. It offers a New to Nursing program for RNs who have graduated from nursing programs but have never held a nursing position. It is a year-long program that includes classroom training, a preceptorship period, on-the-floor experience with mentorship, workshops on challenges in nursing, and coaching. Temple University Health Services sends information on individuals it has decided to hire to the Training Fund, and the candidates are screened for eligibility for the TST grant. For those found eligible for HCAMP, the grant covers the first six months of the New to Nursing program. Temple University Health Services places the reimbursements into an internal education fund.

Another employer that has made several OJT placements is the Greater Philadelphia Health Association. It is a federally qualified health center with 11 locations around Philadelphia. OJTs there have mainly focused on medical office and health information positions. The association is developing a variety of training modules for new employees focused on medical office and customer service responsibilities. It also provides a weeklong training on the NextGen insurance reimbursement system. OJT participants take the modules relevant to their positions. The length of training differs by position. Other training the association provides includes mentorship, coaching, and sessions on soft skills and proactive management.

### **Scholarships**

The scholarship for classroom training currently supports students in the fourth semester of an LPN program provided on-site at the Training Fund. It is a 22-month, part-time program that prepares students to take the NCLEX-PN licensing exam for practical nursing. Students apply for the scholarship provided under HCAMP midway through their third term. To qualify, students must have a grade point average of 2.7 or higher, demonstrate motivation to complete course work, be in good standing with payment of tuition to date, and meet the definition of long-term unemployed. If approved, students receive a \$3,000 scholarship for their last semester. The program also pays for the licensing exam and a preparatory course for the exam. Scholarship recipients go on to participate in OJT. Early in the grant, HCAMP provided a similar scholarship to students in an electronic health records certificate class offered by the Training Fund, but the Training Fund discontinued the class because it was difficult to find placements for the participants, most of whom had no healthcare experience.

### **Training beyond the OJT**

HCAMP offers up to \$2,000 for additional training of individuals who have finished OJT. Not all employers that have made OJT placements have used this additional funding. In the case of Temple University Health Services, the facility provides training to some nurses with associate's degrees so they can get a bachelor's degree; the \$2,000 reimburses them for part of this training.

In addition to these three training options, HCAMP provides career coaching, including help with resumes and cover letters, interview skills and thank you letters, and academic coaching. Staff members also provide job search assistance and share job openings with training participants looking for positions. The Training Fund maintains a resource bank and offers some support services that participants can access if needed.

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## Workforce Solutions of North Central Texas

### Overview

Workforce Solutions of North Central Texas (WSNCT) operates the Information and STEM Professional Accelerated Career Trajectory (IMPACT) Project to provide training in support of IT and STEM-related occupations. This TST grant primarily supports training for incumbent workers employed by three major partners: AT&T, IBM, and Lockheed Martin. Most operational aspects of the program (e.g., selection, training, and certification) are handled internally by the employers. In addition to reimbursing these partners, the grant also funds external training opportunities, primarily through North Central Texas College (NCTC). These training resources are available to incumbent workers at Labinal Power Systems (Labinal) as well as to long-term unemployed individuals targeted by the TST grant.

### Grant Program Summary:

#### Workforce Solutions of North Central Texas

**Program Name:** Information and STEM Professional Accelerated Career Trajectory

**Location:** North Central Texas

**Grant:** \$4,991,839

**Program Type:** Incumbent worker training and classroom training

**Target Group:** Incumbent workers employed in positions with significant IT or STEM emphasis; long-term unemployed with experience in IT or STEM fields

**Enrollment Target:** 4,301

**Number Served:** 6,063

### Program Goals and Context

The goal of IMPACT is to address skill shortages that are prevalent in the IT and STEM-related job sectors in North Central Texas. WSNCT's expressed motivation for offering this training is twofold. First, it wants to ensure that workers remain current and productive in their positions, particularly within the sectors undergoing rapid and continuous technological evolution. Second, particularly within the IT marketplace, area employers have emphasized the need to provide new hires who have limited work experience with training in competency areas that facilitate their immediate integration into the workplace.

The program serves the North Central Texas counties surrounding Dallas-Fort Worth. Collectively, Collin, Denton, Ellis, Erath, Hood, Hunt, Johnson, Kaufman, Navarro, Palo Pinto, Parker, Rockwall, Somervell, and Wise counties cover 10,625 square miles and are home to over 2.5 million residents, 47,000 businesses, and 1.1 million workers. While some parts of the service area (e.g., Collin and Denton counties) are relatively affluent suburbs of Dallas-Fort Worth and have high concentrations of IT and STEM jobs, other counties are primarily rural.

### Program Structure and Key Partners

WSNCT's long-time partner is the North Central Texas Council of Governments (NCTCOG), a voluntary association of local governments founded in 1966. NCTCOG serves as the administrative entity and fiscal agent for WSNCT. WSNCT's primary partners in delivering grant services are the above-referenced employer partners and NCTC. The three largest employer partners, AT&T, IMB, and Lockheed Martin, rely exclusively on their internal training operations. These businesses select both individual workers and training opportunities that align with the TST grant objectives. The eligible associated training costs then are submitted to WSNCT for review, approval, and eventual reimbursement.

NCTC serves as the training partner and administrator for Labinal's incumbent worker training as well as for the grant's smaller component that targets the long-term unemployed. Training services

for the long-term unemployed are offered directly through NCTC. To address the challenge of recruiting the long-term unemployed, the grantee has engaged Workforce Network Incorporated (WNI), which operates the local AJCs. Specifically, WNI has been retained to provide additional recruitment, screening, and referrals as well as placement, follow-up, and retention services.

### **Target Population, Participant Recruitment, and Enrollment Levels**

Over 90 percent of the approximately 4,200 participants targeted under IMPACT are incumbent workers. Individuals are selected to receive training under the grant if they are employed in positions with significant IT or STEM emphasis. To be approved for reimbursement, the proposed trainees' jobs must be aligned with the O\*Net codes approved under the grant, and the training competencies must be associated with the incumbent worker's defined career pathway within the business.

For the long-term unemployed program, IMPACT targets individuals who have been unemployed or underemployed for at least 27 weeks. In addition, the participants must have (1) an associate's degree and six years of experience in STEM occupations or a bachelor's degree and four years of experience in STEM occupations and (2) 10th-grade reading and 12th-grade grade math scores on the TABE test. Recruitment for this program is conducted by both NCTC and WNI, using NCTC channels (e.g., course catalog, college website), advertisements in local newspapers and online job boards (e.g., Monster.com), presentations to local groups (e.g., Unemployment Insurance job clubs at AJCs, churches, and VFW posts), and social technology (Facebook and LinkedIn).

As of June 2014, WSNCT had served 5,482 participants, a third more than its target, with seven more quarters remaining under its grant. Because resources remained even after the target was met, WSNCT continues to fund additional training. For the long-term unemployed program, 38 percent of the target had been served (96 of 254).

### **Employer Partnerships**

WSNCT has developed four IMPACT employer partnerships. IBM is the original partner and was the primary driver of the grant application. The Public Partnership office at IBM actively looks for statutory and discretionary programs to secure workforce development resources. A representative of this office contacted WSNCT about the opportunity and later led information sessions for other employers. IBM recruited Lockheed Martin, AT&T, and Labinal as additional partners. AT&T, IBM, and Lockheed Martin provide training internally and meet the 50 percent employer match requirement by paying training costs. In contrast, Labinal works through the grant's subcontract with NCTC to purchase training courses for its incumbent workers. Each of these employers offers paid release time for employees to participate in training during the work day, which may also count toward the match requirement.

WSNCT has devoted significant effort to building an approval and funding structure that minimizes the burden on the employer while maintaining the integrity and focus of the TST training investments. In some instances, this has required working to align an employer's HR and data systems to support grant accountability. For instance, WSNCT worked directly with IBM to map its internal training offerings and job titles to O\*Net competencies and job codes. This allowed for a considerably expedited review and approval process. Similarly, WSNCT developed templates for the employers both to be clear about the requirements and to ease the administrative burden of quarterly reporting.

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## **Description of Training and Other Services Provided**

IMPACT provides three models of training: (1) reimbursable internal training for incumbent workers at AT&T, IBM, and Lockheed Martin; (2) training contracted through NCTC for incumbent workers at Labinal; and (3) classroom and lab-based training for long-term unemployed participants at NCTC.

### **Reimbursable Internal Training (AT&T, IBM, and Lockheed Martin)**

Employers are using the incumbent worker training resources provided by IMPACT to reimburse training administered internally through existing HR systems. The training content, mode, location, timing, and provider are at the discretion of the businesses. For example, at IBM, the grant-funded training is integrated with the company's existing Learning Management System. Specifically, all workers are placed on career paths where each level of that progression is linked with a set of capabilities and core skill sets that may require training. In consultation with their managers, incumbent workers set individual development plans, and associated training plans, annually. Training plans can draw on any of IBM's approximately 30,000 learning modules and more than 2,000 courses of instruction. While many of these courses are virtual, the provision, content, schedule, and outcome of courses vary. For the TST grant, IBM seeks reimbursement only for individuals in the region with job titles aligned with IT or STEM occupations taking high-skill technical courses that will increase job-related skills.

### **Training Contracted Through NCTC (Labinal)**

Working through the grant's subcontract with NCTC, Labinal purchases courses to upskill its employees, particularly those with IT and manufacturing related responsibilities. Labinal partnered in the grant because its budgets for training incumbent workers, and for visa-fees for H-1B workers, were cut during the recession. Incumbent workers needed training both to conduct their current jobs and to progress along their career ladders. This was particularly true in Labinal's IT department, where important industry-recognized certifications were often judged too costly to pursue. Three procurement and reimbursement options are used by Labinal and NCTC. First, employees may participate in existing NCTC group training classes. This has been the most common option used to date because the company has been primarily in need of various standardized training options such as advanced Excel (e.g., charts and pivot tables). Second, Labinal may provide internal training for its incumbent workers and then seek reimbursement. As of October 2014, the grant had reimbursed the company for the internal provision of Six Sigma (green belt or black belt) training on a very limited basis. Finally, for more advanced or specialized training that cannot be met by the college (e.g., CAD, VM Ware), NCTC identifies a third-party provider and reimburses the employer on an agreed upon schedule.

### **Classroom and Lab-Based Training for Long-Term Unemployed Participants**

Finally, IMPACT offers one- and two-semester training tracks in IT to long-term unemployed participants. One-semester tracks at NCTC offer coursework to prepare participants for certification exams in Network+ or Security+. Two-semester tracks prepare participants for the CISCO Certified Network Associate exam, NCTC workforce certificates for training to become help desk technicians or server support technicians. Additionally, 10 self-paced online classes are offered for participants to prepare for exams for help-desk analysts; project management with Microsoft Project 2010; Cisco CCNA; CompTIA Certificate training for healthcare IT; Network+; Security+; Microsoft Web Developer; and Microsoft Certified Solutions Associate in Server 2008, SQL Server 2008, or Windows 7. For each participant, the grant covers tuition, books, and certification fees. Funds also were used to build a Cisco lab at the NCTC campus. In addition to the lab, participants have access to



all NCTC campus resources, such as the library and tutoring and counseling services, as well as to WNi services for job placement assistance.

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## Appendix B. TST Grant Program Summaries

The following is a matrix summarizing the 70 TST grants that are not detailed in the site visit summaries. The summaries presented in the matrix are based on phone interviews with each grantee. For each grant, the matrix briefly provides an overview and then outlines information regarding the program type, grant partnership structure, target group, enrollment numbers, and program design and services. As described in the report, each grant's program type represents the primary training approach(es) used by the grant, though other training strategies may also be used by that grant.

Notes on reading the matrix: The matrix is organized in alphabetical order by grantee. The enrollment numbers listed in the matrix represent cumulative number of individuals served by December 2014 based on DOL program data, unless otherwise specified.

Below is a list of frequently used abbreviations in the matrix.

AA: associate degree

AAS: associate in applied science

ADN: Associate Degree in Nursing

BA/BS: bachelor's degree

BSN: Bachelor of Science in Nursing

CMA: certified medical assistant

CNA: certified nursing assistant

EHR: electronic health records

LPN: licensed practical nurse

RN: registered nurse

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Able-Disabled Advocacy, Inc. (A-DA)</p> <p><b>Program Name:</b> TechWORKS</p> <p><b>Location:</b> San Diego County, CA</p> <p><b>Grant:</b> \$3,047,634</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The TechWORKS program provides classroom training in IT, healthcare IT, and project management to underemployed and LTU. Program includes training leading to attainment of credentials, internships, job readiness training, and placement assistance.</p>	<p>The grantee, Able-Disabled Advocacy, Inc. (A-DA), along with training organizations the San Diego Futures Foundation and Alliant International University, work the San Diego Workforce Partnership and Arbor Industries South County Career Center to provide IT and healthcare training and employment services to the San Diego region. The South County Economic Development Council and A-DA's Business Advisory Council offer connections to employers in the community.</p>	<p><b>Target Group:</b> Underemployed and LTU with the majority being individuals with disabilities. Special emphasis on serving veterans. Individuals must have postsecondary education and some IT experience. Project Management requires a bachelor degree as well as experience.</p> <p><b>Enrollment Target:</b> 340</p> <p><b>Number Served:</b> 296</p>	<p>TechWORKS supports training in IT, project management, and healthcare occupations. Participants in IT training (provided by A-DA and the San Diego Futures Foundation) work toward advanced certifications including Network+, Security+, SQL, and Microsoft Windows and server certifications. The full-time training is approximately three months for each certification. The program also provides project managers the opportunity to receive the Project Management Professional (PMP), Certified Associate Professional Management (CAPM), or Agile certification. This PM training, which generally takes 6 months to complete, prepares individuals to work in project management. Alliant International University provides participants with training in Health care IT, HIPAA, and Data Analytics, in support of both healthcare patient and administration jobs. In addition to job readiness classes, resume assistance, and interview preparation, and job placement assistance, the program also offers paid internships for up to 200 hours giving participants recent job experience and references.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> AFL-CIO Working for America Institute (WAI)</p> <p><b>Program Name:</b> Apprenticeship Credentials for Manufacturing Careers/Industrial Manufacturing Technician Apprenticeship</p> <p><b>Location:</b> Select areas in WI, MI, MN</p> <p><b>Grant:</b> \$3,381,000</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> The Apprenticeship Credentials for Manufacturing Careers provides apprenticeship training in advanced manufacturing skills.</p>	<p>AFL-CIO WAI works with two key partners: Wisconsin Regional Training Partnership (WRTP), Jobs for the Future (JFF); and one subcontractor: Michigan HRDI. WRTP designed the curricula using national Manufacturing Skill Standards Council (MSSC) certification standards and is responsible for marketing and working with technical colleges, unions, employers and apprentices JFF is responsible for day to day management, strategic planning and overall implementation. Labor-management partners including industrial unions (Autoworkers, Steelworkers and Machinists) and employers including Pure Power, HB Performance Systems, Schueneman Corporation, Premier Pontoon, McLean Fogg, WeldAll, Brunk Industries, and Ocean Spray who provide a wage match.</p>	<p><b>Target Group:</b> Incumbent workers selected and employed by participating companies providing the apprenticeship Must have a HS diploma and 1-2 years manufacturing experience.</p> <p><b>Enrollment Target:</b> Not Provided</p> <p><b>Number Served:</b>80</p>	<p>This program is piloting an apprenticeship in manufacturing for entry-level incumbent workers. The Industrial Manufacturing Technician (IMT) apprenticeship lasts 12-18 months (approximately 2000-3000 hours) Those who require “remedial” training receive supplemental tutoring,” which focuses on math skills and competencies in manufacturing. For the actual apprenticeship, participants take manufacturing modules on-site with the employer as well as technical college classes When participants complete the program (including certification exams), they will receive a Manufacturing Skill Standard Council (MSSC) Certified Production Technician certification, an industry recognized certificate, and a Journey Worker credential recognized by the U.S Department of Labor Office of Apprenticeship which qualifies them for a range of industrial manufacturing technician (IMT) positions.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> American Indian Opportunities Industrialization Center (AIOIC)</p> <p><b>Program Name:</b> High Demand Careers Project</p> <p><b>Location:</b> Minneapolis, MN</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> AIOIC's High Demand Careers Project provides short and long term classroom training in IT and public relations to LTU individuals that result in industry recognized certifications. In addition to classroom training, two programs include a hands-on service learning component; all programs include employment assistance.</p>	<p>American Indian Opportunities Industrialization Center (AIOIC) is a non-profit, community based career, education, and training center. AIOIC serves as the lead agency and oversees the grant program. Local employer partners, including Peter Hill Design and Select Source International, serve in an advisory role, ensuring the program's curriculum aligns with employer needs.</p>	<p><b>Target Group:</b> LTU and underemployed. It is preferred that individuals have an IT background for the IT training programs.</p> <p><b>Enrollment Target:</b> 1,600</p> <p><b>Number Served:</b> 1,002</p>	<p>AIOIC offers six different classroom training programs under two occupational tracks, IT and social media. There are three short-term training programs where participants work toward certification in one of two CompTIA A+ or N+ certifications or social media. Each of these three trainings are 6 week, part-time, in-person, cohort based classroom trainings. The program covers the cost of the training and exam fees, and participants receive job search assistance upon completion. There are three longer-term training programs where participants work toward certification as a computer support, public relations, or health IT specialist. The computer support and public relations specialist programs are 9 month, full-time, in-person classroom programs that include a 90 hour, pro-bono service learning component at an employer. Upon completion of the CSS program, participants can enter the A+ or N+ short-term training as a capstone to their program, or directly enter employment. The health IT program is a 6 month, full-time classroom program. AIOIC covers the cost of training and books for each of the long-term programs and provides academic advisors. All participants in both long-term and short-term training are supported by employment counselors, job placement assistance, and a transportation subsidy, as needed.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Arizona Diversity Business Development Center</p> <p><b>Program Name:</b> Project MADE</p> <p><b>Location:</b> Arizona, primarily metro-Phoenix</p> <p><b>Grant:</b> \$4,963,159</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> The grant funds initiatives that offer training to incumbent RNs and nursing assistants, mentorship to new RN hires and professional development seminars at Banner Health (BH), a major healthcare employer in the area, as well as allied health program training for underemployed and unemployed individuals through collaboration with the County Workforce Office (MWC).</p>	<p>Arizona Diversity Business Development Center, Inc. is a workforce development not-for-profit organization that organizes business conferences to identify opportunities for private sector companies to connect with government agencies requiring their products or services as well as the pursuit of grant awards for internships, mentorships, OJT and other training programs in collaboration with employer partners. The Center is responsible for the grant's overall coordination, facilitation, and monitoring of the project Classroom-based training is conducted by both BH and Arizona State University (ASU). The employer partner is BH, the largest nonprofit healthcare provider in Arizona, which identifies incumbent workers to participate in the nursing trainings and operates the new RN mentoring program. The Arizona Women's Education and Employment, Inc. (AWEE), partner monitors/tracks under/unemployed participants training through the MWC in healthcare careers.</p>	<p><b>Target Group:</b> Targeted populations differ for each funded activity. Incumbent workers are targeted for the RN to BSN program and the CNA certification. All new 2-yr RN hires are targeted for mentorship Under/unemployed individuals participate in the allied health program.</p> <p><b>Enrollment Target:</b> 5,235</p> <p><b>Number Served:</b> 1,225</p>	<p>Project MADE consists of five related programs, each targeting a separate level of nursing or healthcare. 1) Incumbent nursing assistants participate in a 15-week course that meets once a week to prepare for nursing assistant certification. Transportation assistance and other support services are provided to those experiencing difficulty. A following period of 4 months is allowed to successfully pass the state exam and receive notice of certification from the State Board of Nursing. 2) Incumbent nurses with an associate degree participate in ASU's online BSN program that may be completed in 14-24 months, depending on course load and pre-requisites that must be completed first. The grant reimburses up to \$5,100 per calendar year, and the incumbent worker contributes the remaining 50 percent of enrollment costs. 3) The grant funds leadership seminars for clinical managers and emerging leaders covering such topics as communications, coaching, and diversity/inclusion. 4) Two mentors at Banner Health work with all newly hired 2-yr RNs, engaging in regular online communication, facilitating online group discussions among other new hires, and meeting face-to-face with mentees roughly once a quarter. 5) Lastly, the grant funds AWEE in their efforts to monitor/track allied health training participants through MWC for successful completion and resulting maintained employment.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The Arkansas Workforce Investment Board's Department of Workforce Services (DWS)</p> <p><b>Program Name:</b> Arkansas Partnership for Nursing's Future (APNF)</p> <p><b>Location:</b> Arkansas</p> <p><b>Grant:</b> \$4,952,848</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Arkansas WIB used grant funds to expand training capacity in nursing occupations at community colleges across the state.</p>	<p>The Arkansas Workforce Investment Board's DWS is responsible for management of the grant and for some marketing of the program. Fourteen schools affiliated with the Arkansas Association of Two Year Colleges (AATYC) received grant funding to expand capacity of their nursing programs in order to serve more individuals across the state. They recruit and enroll eligible participants into their programs, and provide some support services. The University of Arkansas for Medical Sciences (UAMS) is responsible for developing curricula statewide that lead to an industry-recognized licensure. Two employer associations—one representing hospitals and the other representing long-term care providers—helped plan program content and establish desired qualifications for nurses.</p>	<p><b>Target Group:</b> Any individual eligible for healthcare training at a community college. Some emphasis on TANF-eligible participants.</p> <p><b>Enrollment Target:</b> 1,500</p> <p><b>Number Served:</b> 2,118</p>	<p>The 14 two-year colleges that offer nursing training under APRF emphasize several major career pathways. CNA training is 10 weeks, LPN training takes about a year, and ADN training takes two years. Individuals take certification exams upon completion. Under the grant, UAMS also developed an 18-month accelerated BSN program for individuals who already have an ADN. All training is primarily classroom-based, though when possible, colleges offer some courses online. Grant funds were used to increase the colleges' capacity to offer these trainings by allowing them to hire more faculty, add new programs, and enhance curricula to meet employer demand. In addition, grant funding enables the colleges to evaluate participants' need for support services and connect them with resources available within the college. DWS also contributed \$1.25 million from the state's "training trust fund" toward the program. The trust fund can be drawn upon to cover the costs of tuition, books, fees and support services for individuals who otherwise would not be able to participate.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Atlanta Technical College (ATC)</p> <p><b>Program Name:</b> Bioscience/Biotechnology Industry Training Program</p> <p><b>Location:</b> Fulton and Clayton counties and City of Atlanta, GA.</p> <p><b>Grant:</b> \$4,840,025</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The program addresses the local industry's demand for bioscience workers and offers three courses in bioscience to the underemployed and unemployed.</p>	<p>ATC, part of the Technical College System of Georgia, manages the program, recruits participants, provides training, and develops internship and employment opportunities with local employers. Key partners are the members of the program's advisory board; they include representatives from the local pharmaceutical industry, the Metro Atlanta Chamber of Commerce, Georgia Bio (a trade association supporting the life sciences), and the Morehouse School of Medicine. The advisory board ensures that the program is tailored to meet industry needs.</p>	<p><b>Target Group:</b> Unemployed or underemployed adults with some work experience. The two certificate programs serve individuals with some college education, including a BA/BS.</p> <p><b>Enrollment Target:</b> 450</p> <p><b>Number Served:</b> 197</p>	<p>The program offers classroom training in three academic tracks in bioscience: The Bioscience Technology track is a full-time, six- semester, AAS program that includes classroom training, lab classes, and an internship. The Bioscience Environmental Lab Technician and Bioscience Regulatory Assurance Technologist tracks are two semesters in length and offer technical certificates of completion to students who have a BA/BS and need to develop skills in bioscience. The grant provides limited financial support in the form of scholarships, childcare and transportation support.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The California Manufacturers &amp; Technology Association (CMTA)</p> <p><b>Program Name:</b> California IT &amp; Advanced Manufacturing Career Pathways (CIAMCP)</p> <p><b>Location:</b> California</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> CIAMCP provides training to incumbent workers in IT and manufacturing at three employer partners. The program also trains lower-skilled unemployed or underemployed individuals through community college partners.</p>	<p>CMTA is partnering with its employer members to provide training to incumbent workers in the manufacturing field. Incumbent workers are trained at one of CMTA's three employer partners for the grant—IBM, Lockheed Martin, and Edwards Lifesciences. A secondary focus of the grant is providing training for unemployed or underemployed workers for entry level manufacturing jobs, and these participants are trained at one of CMTA's four community college partners—El Camino College, Cerritos College, North Orange County Community College District, and the Centers for Applied Competitive Technology located throughout the state.</p>	<p><b>Target Group:</b> Incumbent workers with a BA or AA plus experience. Lower-skilled unemployed or underemployed individuals.</p> <p><b>Enrollment Target:</b> 3,092</p> <p><b>Number Served:</b> 2,666</p>	<p>CIAMCP's training for incumbent workers is offered at three employer partners—IBM, Lockheed Martin, and Edwards Lifesciences. Most of the training consists of in-house courses that employers offer to their employees. Each of the courses is short, typically lasting one or two days, and do not result in credentials, but are instead aimed at helping employees move up to higher positions in the company and take on more responsibility. At IBM, for example, participants create a personal training plan and work with their manager to determine which courses will provide the skills they need. Courses may be offered online or in a traditional classroom setting at IBM.</p> <p>CIAMCP also serves a small number of unemployed or underemployed individuals through the community college system. Participants are enrolled in cohort-based classes in welding, machining, and fastening to work toward a technical degree at the college. Some of the courses incorporate soft skills and job readiness skills.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Capital Area Michigan Works! (CAMW!)</p> <p><b>Program Name:</b> Capital Area Michigan Works! (CAMW!) Tech Knowledge E-Pathways</p> <p><b>Location:</b> Michigan Capital Area</p> <p><b>Grant:</b> \$4,437,841</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> CAMW! funds classroom training for IT occupations through its E-Pathways program. The program includes full tuition coverage, a cohort coach, employer networking, and professional development.</p>	<p>CAMW!, the WIB for the Michigan capital area, partners with Lansing Community College (LCC) to provide services and training through LCC's Computer Science and Computer Programmer Analyst AA programs, as well as a Software Testing Certificate of Completion through the Computer Information Technologies department, and short-term training options through LCC's Business and Community Institute (BCI) The Capital Area IT Council (CAITC), a membership organization housed under CAMW! for IT employers, provides a connection to employers, who are involved in the E-Pathways program in a number of ways—assessing applicants, participating in networking events, and hosting a small subset of participants as interns for the Work Experience Program (WEP).</p>	<p><b>Target Group:</b> Underemployed and unemployed individuals who have a work history of full-time equivalent (FTE) employment, as well as an interest and aptitude in IT as documented by LCC's assessment.</p> <p><b>Enrollment Target:</b> 350</p> <p><b>Number Served:</b> 270</p>	<p>E-Pathways provides long-term and short-term trainings in the IT field with full tuition coverage. The majority of participants enroll in long-term training at LCC, which results in an AA degree in Computer Science or Computer Programmer Analyst or a Certificate of Completion in Software Testing. Completion of the AA degree takes two years, and in this track participants can also receive a one-year certificate in software testing. Participants enroll in E-Pathways-specific cohorts with a designated cohort coach who provides tutoring and professional development activities such as resume and branding tutorials and networking events with employers. Participants who need funding for transportation, supplies during training, and appropriate interview apparel work with a case manager at the AJC. During training, E-Pathways offers up to 300 hours in a paid internship through the Work Experience Program (WEP) for participants who would benefit from additional work experience with employers. A small number of participants enroll in short-term training resulting in certifications such as .NET or Linux. Short-term training lasts about two to six weeks.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Capital Workforce Partners (CWP)</p> <p><b>Program Name:</b> New England Knowledge Corridor Health Careers Project</p> <p><b>Location:</b> North Central Connecticut and Hampden County, Massachusetts</p> <p><b>Grant:</b> \$4,986,817</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> Capital Workforce Partners (CWP) funds OJT in nursing for unemployed and underemployed RNs, and OJT in the health IT field for individuals with some background in IT, and medical coding</p>	<p>CWP, the WIB for the North Central region of Connecticut, partners with the Regional Employment Board of Hampden County for the Health Careers Project to provide OJT in the health field Workforce Solutions Collaborative leverages resources from its state grant for curriculum development and OJT Partner hospitals such as the Hospital of Central Connecticut, Bristol Hospital, and Baystate Hospital provide OJT and refer participants to the program</p> <p>Community Colleges including Central CT State University, Springfield Tech Community College, and Capital Community College offer classroom training in conjunction with OJT.</p>	<p><b>Target Group:</b> Main focus on underemployed and unemployed RNs Secondary focus on individuals with a credential or work experience in IT and medical coding.</p> <p><b>Enrollment Target:</b> 220</p> <p><b>Number Served:</b> 150</p>	<p>The Health Careers Project (HCP) provides six to 12 months of OJT for unemployed or underemployed RNs. CWP worked with the MetroHartford Alliance for Careers in Healthcare to assess employer needs, and found that many RNs had difficulty securing jobs due to lack of experience. HCP enrolls RNs in a residency program at partner hospitals with a wage subsidy of 50%. RNs are enrolled in the program in cohorts to encourage peer learning, and a designated coach for the program works with participants. Participants are employed as permanent hires from the outset of the OJT, and have the option to enroll in supplemental coursework in an RN to BSN program, which typically takes about four semesters to complete. While the majority of participants enroll in the nursing OJT track of HCP, a smaller focus of the grant is providing OJT in medical coding and IT for individuals with some previous experience or certification in IT.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> CareerSource North Central Florida (previously called FloridaWorks)</p> <p><b>Program Name:</b> Healthcare Biomanufacturing Occupational &amp; Technology Training (HBOTT)</p> <p><b>Location:</b> Alachua and Bradford counties in Gainesville, FL</p> <p><b>Grant:</b> \$4,947,404</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> HBOTT is an OJT program run by the regional workforce board. The program also incorporates additional classroom training at partner academic institutions as needed by participant. HBOTT targets healthcare, biotech, IT, and advanced manufacturing positions CareerSource has initiated OJT contracts with 25 regional employers throughout the life of the grant.</p>	<p>The lead agency is CareerSource North Central Florida, the regional Workforce Board for Alachua and Bradford counties. Other key partners include the Gainesville and North Florida Regional Chambers of Commerce, the Institute for Workforce Innovation, and the University of Florida and Santa Fe College. The University of Florida and Santa Fe College serve as educational partners and offer formal classroom training and credentials in healthcare/ biotechnology, advanced manufacturing and IT. The Chambers of Commerce provide business services, outreach to employers, and marketing for the OJT program. Initially, the Institute for Workforce Innovation, the service provider contracted to provide career center services, provided case management, recruits participants and determines eligibility, conducts job matching, develops training plans, and contacts OJT participants. The administrative entity for CareerSource NCFL is currently overseeing this work.</p>	<p><b>Target Group:</b> LTU, unemployed or underemployed. Individuals must be at least 18 years old, have an AA, BA/BS, or H.S. diploma with professional work history, U.S. citizens, and authorized to work in the U.S.</p> <p><b>Enrollment Target:</b> 264</p> <p><b>Number Served:</b> 286</p>	<p>CareerSource North Central Florida places participants in OJT positions at employers in the target industries. Employers design and propose a training plan that may include classroom training at the employer site and OJT with supervision, and CareerSource North Central Florida reviews and approves the plans. The OJT lasts from 2 to 6 months, and each position is highly individualized. Most of the training is provided internally by the employer, with the expectation that the trainee is retained as an employee at the conclusion of the training. CareerSource North Central Florida is required to stop partnering with employers who regularly do not retain trainees once training has been successfully completed. Case managers check in periodically to track trainee progress. Currently no additional support services have been provided, however if a trainee assigned to on-the-job training demonstrates a need for support to remain engaged in training that need would be evaluated and provided as necessary.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> CareerSource Pasco Hernando (previously called Pasco-Hernando Workforce Board, Inc.)</p> <p><b>Program Name:</b> Pasco-Hernando H-1B Skills Training Grant Program</p> <p><b>Location:</b> Pasco and Hernando counties, FL</p> <p><b>Grant:</b> \$1,836,082</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> The program provides classroom and work-based training to individuals at different stages of the nursing pathway, with a goal of addressing the shortages in nursing occupations in the Pasco and Hernando counties.</p>	<p>CareerSource Pasco Hernando is the regional WIB. The Pasco-Hernando State College serves as the educational partner. Two regional hospitals from the Bayfront Health network recruit for the program, provide facilities for clinical rotations, manage the preceptorships program, and provide employment opportunities for completers.</p>	<p><b>Target Group:</b> The target group varies by program tracks. The ADN programs target LTU, underemployed, incumbent LPNs and paramedics. The MSN program, targets incumbent nurses with at least an ADN.</p> <p><b>Enrollment Target:</b> 72</p> <p><b>Number Served:</b> 57 (As of 9/30/14)</p>	<p>The program provides classroom training and work experience in support of associate and master's degrees in nursing along three distinct tracks:</p> <ol style="list-style-type: none"> <li>1) Generic associate degree in nursing for non-nursing staff, such as part-time care assistants. The two-year program includes classroom training, clinical rotations, and a preceptorship.</li> <li>2) Transition associate degree in nursing program for incumbent LPNs and paramedics. The 1-1.5 year program includes classroom training, clinical rotations, and a preceptorship. The grant funds the full cost of education for participants in these tracks, funding for completion of an NCLEX review course, and assistance with uniforms, supplies, and transportation needs.</li> <li>3) Master's of science in nursing program for incumbent nurses with at least an ADN. The duration of the program varies, and students identify their own training provider. The grant covers the cost of education as well as uniforms, supplies, and transportation needs.</li> </ol>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> CareerSource Pinellas (previously called WorkNet Pinellas, Inc.)</p> <p><b>Program Name:</b> Tampa Bay H-1B Technical Skills Training Grants Program</p> <p><b>Location:</b> Tampa Bay, FL</p> <p><b>Grant:</b> \$4,808,828</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> The program aims to provide training opportunities to incumbent workers at BayCare (a large local hospital) and to train unemployed individuals for jobs in healthcare, specifically in nursing and allied health.</p>	<p>CareerSource Pinellas and CareerSource Tampa Bay represent the State of Florida’s workforce board regions 14 and 15. CareerSource Pinellas works closely with St. Petersburg College (SPC). SPC provides classroom training, and the majority of underemployed or unemployed participants are recruited from current income-eligible SPC students. BayCare hospital is the employer partner and provides incumbent worker training for employees.</p>	<p><b>Target Group:</b> Incumbent workers employed by BayCare, unemployed and underemployed (primarily SPC students). Participants must have at least a H.S. Diploma or GED and are expected to have some related post-secondary education and/or work experience. Participants from SPC must meet income eligibility requirements.</p> <p><b>Enrollment Target:</b> 609</p> <p><b>Number Served:</b> 606</p>	<p>The program consists of two pathways: the Pre-College Bridge Program provides adult, lower-skilled incumbent workers at BayCare with occupational training through academic cohort classes at SPC and a school-at-work component provided by the hospital; the Post-Secondary Education and Training Program provides opportunities for incumbent workers and unemployed participants to upgrade skills and attain industry-recognized credentials. The Pre-College Bridge Program consists of 6 academic classes over 3 semesters held after work hours (Human Anatomy and Physiology I and Lab, Human Anatomy and Physiology II and Lab, Microbiology and Lab, and Statistics), and a 6-month school-at-work component that occurs 2 evenings per week. The Post-Secondary Education and Training program enrolls participants into the 2-year ADN or 4-year BSN program at SPC, depending on their level at entry. Participants who complete the ADN program move into the “primary preceptor” program, a 6-week paid work experience with a nurse mentor at BayCare.</p> <p>SPC provides non-mandatory case management to incumbent workers. Participants can also receive tutoring and transportation assistance as needed. Unemployed participants may be required to meet with case managers at SPC.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> CareerSource Tampa Bay (previously called Tampa Bay Workforce Alliance)</p> <p><b>Program Name:</b> Tampa Bay HiTech Training (HITT) Program</p> <p><b>Location:</b> Pinellas and Hillsborough counties, Florida (Greater Tampa Bay)</p> <p><b>Grant:</b> \$3,857,898</p> <p><b>Program Type:</b> Classroom Training, OJT, and Incumbent Worker</p> <p><b>Overview:</b> HITT funds training for participants seeking industry-recognized certificates in select IT occupations. The program also partners with two employers to train incumbent workers. HITT will also develop and pilot a 12-month apprenticeship program in software development and IT infrastructure.</p>	<p>CareerSource Tampa Bay (a WIB), and the secondary workforce partner is CareerSource Pinellas (previously WorkNet Pinellas) recruit, screen, and provide case management and job search assistance. Hillsborough Community College (HCC) and St. Petersburg College (SPC) are training partners that also provide some career services to participants AT&amp;T and IBM are participating incumbent worker employer partners.</p>	<p><b>Target Group:</b> LTU and underemployed residents of Hillsborough or Pinellas County Must be 18+, have HS degree or GED, minimum TABE score of 9, and work authorization. Individuals must pass a suitability assessment, prior IT experience is preferred. Incumbent workers are identified by the employer partners.</p> <p><b>Enrollment Target:</b> 2,330</p> <p><b>Number Served:</b> 1,470</p>	<p>HITT funds 3 types of training for program participants: 1) training for LTU and underemployed participants includes credit programs and non-credit training. For credit offerings may last up to a year and lead to certifications such as Cisco CCNA, whereas non-credit training options average 8-12 weeks in duration and lead to certifications such as CompTIA A+ Helpdesk, Network+ or Security+, SQL Server, and Java Web Programming. Tuition, books and certification fees (for one course of study) are provided. HITT also provides tailored job search and job placement assistance to participants 2) Incumbent worker training via a partnership with AT&amp;T and IBM. AT&amp;T and IBM provide training to incumbent employees. 3) HITT also developed and plans to pilot a 12-month apprenticeship in development and infrastructure occupations (Applications Developer - Software and Web, Network Support Technician and Help Desk Technician).</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Catholic University of America (CUA)</p> <p><b>Program Name:</b> D.C. Health Information Technology (DC HIT<sup>4</sup>)</p> <p><b>Location:</b> Washington, D.C.</p> <p><b>Grant:</b> \$4,175,500</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> DC HIT<sup>4</sup> provides academic and on-site training in Health IT for incumbent workers in four area hospitals.</p>	<p>CUA manages the program and provides HIT master's, bachelor's, and certificate programs on an accelerated schedule and customized on-site training in electronic health records (EHR) to incumbent workers Howard University also provides EHR training to incumbent workers Children's National Medical Center, Holy Cross Hospital, Providence Hospital, and Sibley Memorial Hospital refer incumbent workers for EHR training and refer workers for HIT training. The D.C Department of Employment Services and the DC Works! Career Centers will advise customers of the DC HIT<sup>4</sup> opportunity.</p>	<p><b>Target Group:</b> Unemployed, underemployed, and employed workers</p> <p>Depending on the specific training program, individuals must have a BA, AA, or HS diploma and experience in information technology, healthcare or a related industry.</p> <p><b>Enrollment Target:</b> 2,303</p> <p><b>Number Served:</b> 1,895</p>	<p>Academic training is offered during evenings and online by CUA. Students are placed in one of three tracks (target of 81 students):</p> <ul style="list-style-type: none"> <li>• Master's: M.S.I.T., Health IT: 36-hour graduate program focused on "a strategic view of HIT."</li> <li>• Bachelor's: B.A.I.T., Health IT: 2-4 years on a PT basis to complete depending on how many previous credits students enroll with and how quickly they move through the courses. Students often work FT while attending classes.</li> <li>• Certificate in Health Information Technology: 7 courses and is usually completed in one year (fall, spring, and summer semesters). Professional certifications in EHR and medical coding/billing may also be available to academic students.</li> </ul> <p>Customized HIT training is also available on EHR for incumbent workers at employer partner sites. These programs are short-term, although the exact length of time is based on job level and employer needs. Training is delivered by trainers familiar with the HIT programs and can be either employees of the hospital or personnel working with the hospital on a contract basis. Nurses are the largest group that is trained, although the program draws from other occupations, including anesthesiologists and other (mostly) clinical staff.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Central Mississippi Planning and Development District (CMPDD)</p> <p><b>Program Name:</b> Mississippi Careers of Tomorrow</p> <p><b>Location:</b> Southcentral MS</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The grant program is a traditional OJT program that is targeted toward individuals with a college degree and subsidizes wages for employees up to either \$7,500 or \$10,000 for 1,040 hours depending on firm size</p>	<p>CMPDD, which is the administrative body for the Southcentral Mississippi workforce investment area, is responsible for oversight and management of the grant itself. Other key partners include the Mississippi Department of Employment Security, which writes OJT contracts and recruits employers; the Greater Jackson Chamber Partnership, which assists with marketing, outreach, and communications; and area community colleges, which can supplement OJT with classroom education if a participating employer requests it.</p>	<p><b>Target Group:</b> Grantee focused on H1-B level jobs; thus participants generally need a college degree. There is no target population, but the program set minimum numbers for serving certain groups; they try to ensure that participants are no less than 50% minorities, 30% women, 3% veteran, 2% persons with disabilities, and not less than 10% small businesses.</p> <p><b>Enrollment Target:</b> 490</p> <p><b>Number Served:</b> 113</p>	<p>The program funds OJT positions. The key training areas are advanced manufacturing and IT. The program lasts 1,040 hours (or 6 months), and employers are reimbursed for a maximum of either \$7,500 (for employers with more than 50 employees) or \$10,000 (for employers with less than 50 employees). The expectation is that employers will retain their employees after the OJT period ends. The structure of OJT varies with each employer, but a training outline is written into each OJT contract that specifies the skills that the employee will receive. Upon completion, the employer and participant certify that those skills were attained. Employers also verify the attainment of any credentials. The program does not serve incumbent workers.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Central Pennsylvania Workforce Development Corporation (CPWDC)</p> <p><b>Program Name:</b> STEM Career Advancement Project (STEM CAP)</p> <p><b>Location:</b> Pennsylvania</p> <p><b>Grant:</b> \$3,045,533</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> STEM CAP offers classroom and online education and training to update STEM knowledge in nursing, STEM related management, engineering, finance and IT The program includes job shadowing, career coaching, and guidance and job search.</p>	<p>CPWDC, a non-profit organization that serves as the local workforce investment board (WIB), works in partnership with the Private Industry Council of the Central Corridor (PICCC), a non-profit that coordinates with employers to meet their training needs. CPWDC oversees administration of the grant, approves selected candidates, and makes payments to the educational institutions. PICCC, a subcontractor, screens applicants and provides one-on-one career counseling to all participants guides participants through the application process, makes recommendations for funding, assists in gathering financial information, and supports participants' job search, employment and follow-up. Central Pennsylvania Career Links, CPWDC's AJC, identifies and refers eligible unemployed participants, and local employers identify incumbent workers. Forty three colleges and universities in the region as well as several online providers offer training in a fields supported by the grant.</p>	<p><b>Target Group:</b> LTU, unemployed, and underemployed incumbent workers with associate degree or higher and have a foundational skill-set in the target occupation</p> <p><b>Enrollment Target:</b> 231</p> <p><b>Number Served:</b>234</p>	<p>Through STEM CAP, participants enroll in classroom or online training offered by forty three colleges and universities. Programs are for-credit in various STEM occupations, including nursing, allied health, engineering, IT, and finance. The program is designed to be flexible in order to meet the particular skill level, career interests and training needs of each individual Training lasts one week to several years. After accessing Pell Grants or financial aid, each participant receives up to \$11,000 in funding from STEM CAP. For more costly longer-term trainings, STEM CAP can share the costs with the participant (up to \$20,000) Throughout training, job search, and follow-up, PICCC career counselors offer career coaching and assistance with personal and academic issues, guide participants through the application process, make recommendations for funding, assist in gathering financial information, and refer them to other services when needed.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Central Piedmont Community College (CPCC)</p> <p><b>Program Name:</b> Regional Effort to Advance Charlotte Information Technology (REACH IT)</p> <p><b>Location:</b> Charlotte and surrounding areas, NC</p> <p><b>Grant:</b> \$4,999,071</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> REACH IT provides classroom training in IT and online training in healthcare IT (HIT) to the long-term unemployed.<sup>34</sup> Program also provides incumbent worker training through partner employers.</p>	<p>CPCC manages the program and provides training for the IT and HIT courses. Employer partners, IBM, Siemens Energy, Business Control Systems, and Novant Health provide training to incumbent workers.</p>	<p><b>Target Group:</b> LTU and incumbent workers.</p> <p><b>Enrollment Target:</b> 2,588</p> <p><b>Number Served:</b> 1,213</p>	<p>The program offers two tracks in IT and two more in HIT. All courses are taught at CPCC and are coupled with in-person academic advising and coaching. The IT tracks last 12-15 weeks, are classroom based, and include an internship with the college's IT department. The Health IT tracks lasted 6 months and are offered online.</p> <p>Four employer partners provide training to incumbent workers, with IBM being the largest. The structure and content of incumbent worker training is specific to the employer, but set according to the CPCC's criteria. Approximately 72% of program participants under grant are incumbent workers.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> City of Boston-Economic Development &amp; Industrial Corporation</p> <p><b>Program Name:</b> Skilled Careers in Life Sciences Initiative (SCILS)</p> <p><b>Location:</b> Greater Boston area, MA</p> <p><b>Grant:</b> \$4,999,555</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> SCILS provides classroom training and work based learning opportunities to individuals seeking industry recognized credential in the healthcare and biotechnology fields.</p>	<p>The grantee is the City of Boston-Economic Development &amp; Industrial Corporation, the local economic development agency. Educational partners include Quincy College and Boston University’s Bioscience Academy and UMASS Boston’s internship distance learning course. The Massachusetts Life Science Center (MLSC) coordinates internship opportunities. The Venture Development Center at Umass Boston. The Boston PIC convenes the SCILS consortium, and manages the program’s recruitment and outreach activities for both participants and employers. The Metro Boston Region AJCs help with recruitment and outreach.</p>	<p><b>Target Group:</b> Underemployed, and unemployed. Medical Laboratory Technician (MLT) program requires a post-secondary degree and completion of prerequisites. Biological Technician (BT) program requires post-secondary degree, and at least two years professional experience in STEM. The MLSC internship program requires a post-secondary degree</p> <p><b>Enrollment Target:</b> 3,460</p> <p><b>Number Served:</b> 376 (As of 9/30/14)</p>	<p>The program provides five training tracks in the healthcare and biotechnology fields: 1) Quincy College provides training for the Medical Laboratory Technician (MLT) Training Program. The program includes three semesters of classroom occupational training and one semester of contextualized learning with partner employers. The program results in an AA and an industry recognized MLT certification 2) Boston University’s BioScience Academy oversees the Biological Technician (BT) Training Program. The two-semester experience includes contextualized learning at campus labs and full-time internships with employer partners. Program graduates receive 12 credits toward a life sciences degree and an Advanced Certificate in Biotechnology. 3) Massachusetts Life Science Center (MLSC) coordinates internship opportunities for post-secondary students or recent graduates in a life science field. 4) City of Boston, EDIC manages the Credential Achievement Fund, which underwrites flexible and customizable training to enable participants to pursue a specific goal in their career pathway. 5) UMass Boston’s VDC provides a distance learning course to help students prepare to land an internship. Coaching and follow up placement assistance helps to ensure participants are successful in finding internship opportunities.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> City of Santa Ana</p> <p><b>Program Name:</b> Orange County Bridge to Engineering (OC B2E)</p> <p><b>Location:</b> City of Santa Ana and surrounding cities, CA.</p> <p><b>Grant:</b> \$4,997,479</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> The program supports the completion of a BS degree in an engineering discipline by providing cohort-based training combined with academic and non-academic support services.</p>	<p>City of Santa Ana operates the local AJC. Educational partners include Santa Ana College, Saddleback College, Cal State-Fullerton, and UC-Irvine. Employer partners serve as the program advisory group and provide potential employment connections for program graduates. Other key partners that assist with program design and implementation include Growth Sector, a not-for-profit with significant experience organizing pre-engineering programs, and Cañada College and San Francisco College.</p>	<p><b>Targeted Group:</b> The primary target group consists of minorities (Hispanic and African-American) and women. Secondly, the grant targets the unemployed or underemployed. To be eligible, applicants must be 18+.</p> <p><b>Enrollment Target:</b> 290</p> <p><b>Number Served:</b> 248</p>	<p>Program participants first complete an accelerated math learning course (MathJam) in the summer, for 1-2 weeks. They then matriculate to one of the two community college partners to complete prerequisite courses in engineering before they transfer to the 4-year university partners to complete the remaining BS degree requirements. The grant funds academic and counseling support services, case management services, and supports for textbooks. After program participants complete their junior or senior year of the BS degree program, the grant will subsidize 8-10 week internships at about \$12-15/hr.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Coastal Counties Workforce, Inc. (CCWI)</p> <p><b>Program Name:</b> Midcoast Technology Occupations through Pathway Strategies (TOPS)</p> <p><b>Location:</b> Southern and Midcoast Maine</p> <p><b>Grant:</b> \$4,999,858</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> TOPS extends through the six coastal counties that line the Maine coast (e.g., Local Workforce Investment Board Area 4) and targets STEM occupations in Professional, Scientific, and Technical (NAICS: 54), Manufacturing (NAICS: 31-33), and Finance and Insurance (NAICS: 52) sectors by connecting participants into non-entry level employment via on-the-job training contracts.</p>	<p>CCWI, the WIB for a six-county region in Maine contracts with Workforce Solutions, a division of Goodwill Industries of Northern New England, to conduct intake and assessment at AJCs and other agency partner locations and provide case management to TOPS participants Southern Maine Community College (SMCC) assists with pre-screening participants, providing referrals, and organizing and developing classroom training options TOPS currently partners with approximately 50 employers and continues to develop more relationships as the grant moves forward, developing OJTs for program participants Women, Work &amp; Community (WWC) assists with recruitment by reaching out to underserved populations and minorities.</p>	<p><b>Target Group:</b> LTU and unemployed individuals with a high school diploma/GED and some postsecondary education or relevant work experience.</p> <p><b>Enrollment Target:</b>300</p> <p><b>Number Served:</b> 229</p>	<p>For the TOPS program, CCWI partners with employers to provide OJT in STEM occupations (a more general focus on Professional, Scientific, and Technical; Manufacturing; and Finance and Insurance A business services representative from Goodwill works jointly with employers to create OJT plans for participants, including specific training objectives. The average OJT lasts 400 to 480 hours over the course of 12 to 13 weeks with a wage subsidy of 50%, and participants are hired at the outset of the OJT Roughly 15% of participants who complete an OJT also go through classroom training, primarily to earn certifications specific to their field, such as AutoCAD and engineering software programs.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Colorado Department of Labor and Employment</p> <p><b>Program Name:</b> Strategies to Advance Colorado's Highly Skilled Workforce</p> <p><b>Location:</b> State of Colorado</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> Colorado's local workforce areas offer training in IT, advanced manufacturing, and STEM (science, technology, engineering, and mathematics) with a focus on aerospace to incumbent workers and the long-term unemployed (LTU).<sup>35</sup></p>	<p>Colorado Department of Labor and Employment has contracted with eight local workforce areas. Each local area partners with IT, advanced manufacturing and STEM employers within their region to fund industry-recognized incumbent worker and LTU training. Classroom training takes place on- or off-site, through community colleges, private training providers or professional associations, and distance learning is also utilized. Employer partners range from large corporations such as Lockheed Martin and IBM, to smaller, local companies, depending on the needs of the particular workforce area.</p>	<p>Targeted Group: Highly skilled incumbent workers and LTU.</p> <p><b>Enrollment Target:</b> 797</p> <p><b>Number Served:</b> 2,045</p>	<p>Each local workforce area funds incumbent worker and LTU training in IT, advanced manufacturing, STEM, healthcare, and waste management occupations. Incumbent worker training occurs on- or off-site, through community colleges, private training providers, or professional associations, and also utilizing distance learning. Training leads to an industry-recognized certification or credential in topics such as Network+, Security+, A+ training, Cisco, Java, Certified Scrum Master, project management, and logistics For the LTU participants, education and training opportunities may range from a short-term classroom training program leading to a certificate, to an associate or bachelor's degree course of study, or customized training based on employer needs In support of training activities, LTU have access to case management, career exploration utilizing labor market information, job search and soft skills workshops, networking groups, and supportive services.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Connecticut Northwest Regional Workforce Investment Board, Inc (NRWIB)</p> <p><b>Program Name:</b> Connecticut Information Technology and Advanced Manufacturing (ITAM) Advanced Skills to Careers Sectoral Project</p> <p><b>Location:</b> Connecticut</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> Training in IT and Advanced Manufacturing is offered by business partners to incumbent workers and by several educational institutions for LTU participants.<sup>36</sup></p>	<p>NRWIB provides oversight for the grant. Three educational institutions provide training for LTU participants: the University of Connecticut, Northwest Community College, and Naugatuck Valley Community College. The NRWIB recruits, screens and enrolls LTUs into training provided by these educational institutions. Business partners identify and train incumbent workers with the goal of increasing wages for their employees and revenues for the company. At the time of the original interview, the business partners were the IBM Corporation, Cigna Corporation, The Barden Corporation, Ward-Leonard, Waterbury Hospital, Parker Medical and Acme Monaco. Since then, they have added 3 more business partners.</p>	<p><b>Target Group:</b> Incumbent workers and LTU who have an AA or higher, or are just shy of earning a BA/BS.</p> <p><b>Enrollment Target:</b> 4,071</p> <p><b>Number Served:</b> 1,632</p>	<p>LTUs participate in training offered by the three educational institutions. At the time of the original interview the University of Connecticut provided training in Health IT, Long-term Healthcare Management, and Web Technology, two of which were taken entirely online (UC no longer offers Web Technology). Northwest Community College provides Health Information Specialist training. Some classes are for-credit while others are non-credit. The trainings generally last one year and lead to certificates. Business partners train their own employees by either in-house or by contracting with an outside provider. The length of training can range from one or two quarters to a year. The employers develop training plans for their workers and notify NRWIB before they begin a new cohort. LTU participants access services that are available through the AJC and WIA for which they qualify (e.g., childcare, transportation assistance). Services available to incumbent workers vary as they are provided by each employer.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Cuyahoga Community College (Tri-C) District</p> <p><b>Program Name:</b> DOL H-1B Technical Skill Training Program</p> <p><b>Location:</b> Five county area in Cleveland, OH</p> <p><b>Grant:</b> \$ 4,084,007</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Cuyahoga Community College (Tri-C) provides classroom training in IT and healthcare IT to long term unemployed that result in industry recognized certifications. In addition to technical training, the programs include an internship and job readiness activities.</p>	<p>Cuyahoga Community College (Tri-C) District oversees the grant program in its entirety. Local employer partners participate in job readiness activities and ensure the program's eligibility requirements and curriculum align with local workforce needs</p>	<p><b>Target Group:</b> LTU. Individuals must meet minimum TABE test requirements and have some IT or HIT experience.</p> <p>Due to the sensitive nature of the two occupational tracks, participants are asked to provide criminal background reports prior to acceptance to assist with internship placement and increase their chances of obtaining employment in the field in which they trained.</p> <p><b>Enrollment Target:</b> 680</p> <p><b>Number Served:</b> 268 (As of 09/30/14)</p>	<p>Cuyahoga Community College District offers technical training under two broad occupational tracks. Participants in the Network Support Specialist (IT) program work toward credentials as a CompTIA A+ Certified Technician, a Cisco Certified Network Associate (CCNA), or a CCNA Wireless. Participants in the Health Information Technology (HIT) program work toward credentials as a Certified Electronic Health Records Specialist or a Certified Medical Administrative Assistant. The IT program is 13 weeks of classroom training, while the HIT program is 11 weeks, and both programs are followed by a four week unpaid internship. The program covers the cost of tuition, books, and certification exam fees, and provides career coaches, job readiness activities, and supportive services such as emergency transportation assistance. The cohort is intended for participants to pursue and achieve all certifications although it is not common.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Florida Gateway College  <b>Program Name:</b> Florida Nurses Now  <b>Location:</b> North Central Florida  <b>Grant:</b> \$3,903,957  <b>Program Type:</b> Classroom  <b>Overview:</b> Florida Nurses Now provides training to Paramedics and RNs to obtain higher level credentials that support career pathway progression.</p>	<p>Florida Gateway College is the main training provider. Under the grant, they developed the new RN-to-BSN online training program and Paramedic to RN program. Also, they partnered with Pensacola State College, Tallahassee Community College, Florida State College at Jacksonville, and the Florida Healthcare Simulation Alliance to develop new simulation technology strategies under the guidance of Florida Center for Nursing.</p>	<p><b>Target Group:</b> Practicing or recently practicing RNs, BSNs or Paramedics   <b>Enrollment Target:</b> Not Provided   <b>Number Served:</b> 406</p>	<p>This grant program consists of 3 components. The first is a newly developed, online RN-to-BSN training program, a 30 credit program provided almost entirely online. The second is a training program for Paramedics to earn RN degrees. The training program is flexible and major part of it is online, with the clinical component being in-person. The third component is in partnership with 4 other community colleges to work collaboratively, develop, and share best practices and new instruction methods on simulation-based instruction.</p>
<p><b>Grantee:</b> Florida Manufacturing Extension Partnership (MEP)  <b>Program Name:</b> Skilled American Workers Program (formerly known as Florida MEP’s Innovative TechPoint Training Program)  <b>Location:</b> Florida High-Tech Corridor  <b>Grant:</b> \$4,941,552  <b>Program Type:</b> Other  <b>Overview:</b> Florida MEP’s Skilled American Workers Program provides CNC and nuclear welding training to veterans and LTU workers. It includes placement into a full time job with OJT, coaching and mentoring services.</p>	<p>Florida MEP identifies program participants who are given the opportunity to interview with employer partners prior to program start to ensure placement into a full time job after successful program completion. Florida MEP develops and customizes curriculum based on the employer’s needs.</p>	<p><b>Targeted Group:</b> Returning veterans, unemployed veterans, and LTU workers with a post-secondary education and experience with computers/machining.   <b>Enrollment Target:</b>400  <b>Number Served:</b> 285</p>	<p>The Skilled American Workers Program includes two training tracks: CNC and nuclear welding. Both programs are two-weeks of full-time training. They occasionally have a three-week course, depending on the content required by the employer and level of technical requirements. Training delivered onboard mobile training units and is offered in any shift in which an individual will be placed. Upon completion, participants earn a certificate from Florida Institute of Technology in Lean-to-Green. Manufacturing and then enter an OJT for eight weeks with full-time wages from the employer. After OJT, the final phase is 12-weeks of coaching and mentoring that focuses on advancing the employee’s career.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Front Range Community College (FRCC)  <b>Program Name:</b> Front Range Health and Information Technology Project (FRHIT)  <b>Location:</b> Seven county area in northern CO  <b>Grant:</b> \$3,980,813  <b>Program Type:</b> Classroom and Incumbent Worker  <b>Overview:</b> FRHIT provides incumbent worker and classroom training for LTU in IT and health IT. The grant operates three incumbent worker training programs in conjunction with specific employer partners. For LTU the grantee also offers two classroom based “Boost” training programs that include internships and job readiness activities.</p>	<p>FRCC works with several employer partners to develop, support, provide, and/or monitor local training programs in IT and health IT. IBM, Columbine Health Systems, and the Northern Colorado Healthcare Consortium provide incumbent worker training to employees at their respective companies. Additional local employer partners help with curriculum development for the two Boost classroom training programs.</p>	<p><b>Target Group:</b> Incumbent workers selected and employed by participating companies. The classroom training program targets LTU and underemployed with previous IT or healthcare experience.  <b>Enrollment Target:</b> 3,087  <b>Number Served:</b> 1,866</p>	<p>This program provides three types of incumbent worker training and two separate classroom training programs. The program covers the cost of training for incumbent workers at IBM to participate in on-site training in project management, technical, and software/hardware skills. The program funds the cost of training and support services for current CNA staff at Columbine Health Systems, a long-term healthcare facility. These incumbents participate in a two year on-site LPN training while continuing their work as CNAs during training. The program additionally funds short-term incumbent worker technology training programs at Colorado Healthcare Consortium which provide training in basic computer skills and Electronic Medical Record clinical documentation for which nurses can earn state-approved CEUs. FRCC also provides two short-term, full time, non-credit “Boost” classroom training programs for LTU. WebLab is a thirteen week, in-person, front-end web development course followed by a paid internship. The Medical Coding Fundamentals Boost is a twenty-one week completely virtual medical coding program that includes online learning through a learning management system, instructor-led sessions, instructor support via a collaboration tool supplemented and lab time followed by a paid internship. The Boost programs also provide job readiness activities and supportive services such as resume support, soft-skills development, mock interviews, gas vouchers, and tutoring. At the time of the interview, the grantee planned to enhance their Front end WebLab program with an additional Back end Weblab Boost web development course, ultimately resulting in three “Boost” classroom training programs.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Gateway Community and Technical College</p> <p><b>Program Name:</b> Innovative Pathways in Technology and eLearning Careers (IPTEC)</p> <p><b>Location:</b> Kentucky</p> <p><b>Grant:</b> \$4,968,708</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> IPTEC funded a new Instructional Design and Learning Technology (IDL) program, an expansion of the existing Computer and Information Technologies (CIT) program, and created eLearning components for both programs.</p>	<p>The grantee is Gateway Community and Technical College. Key partners are the Kentucky Career Center (KCC) and TIER1 Performance Solutions. KCC recruits for the IPTEC program and provides job placement/job search assistance, though Gateway also assists with participants' job search. TIER1 partnered with the college to design and develop the curriculum and eLearning program component.</p>	<p><b>Target Group:</b> LTU, veterans, underemployed, incumbent workers (less of a focus). Individuals must be 18+ and have had either higher education exposure or work experience prior to entering the program.</p> <p><b>Enrollment Target:</b> 350</p> <p><b>Number Served:</b> 199</p>	<p>Grant funds have supported development of the new IDL program, augmentation of the existing CIT program, and creation of eLearning components for both programs. Within these IDL and CIT programs, Gateway Community and Technical College offers short-term certificates, industry based certifications and AAs. IPTEC provides referrals to tutoring and connects participants to existing services in the community IPTEC also works with participants on career planning, setting goals, resume development, using social media for job search, interviewing skills, networking, and etiquette/professionalism.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The Greater Peninsula Workforce Development Consortium</p> <p><b>Program Name:</b> Hampton Roads Healthcare Workforce Partnership (HR-HWP)</p> <p><b>Location:</b> Southeast Virginia</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> HR-HWP supports individuals pursuing education and career paths in high demand allied health and health information technology occupations at middle to high levels. Participants receive an ITA to enroll in a healthcare program at a local training provider of their choice</p>	<p>The Greater Peninsula Workforce Development Consortium is the grant recipient and administrator. The grant activities are jointly executed by two WIBs, the Greater Peninsula Workforce Investment Board and Opportunity Inc. of Hampton Roads. Assessment and intake for the program occur at AJCs in the regions covered by these two WIBs. Training is provided by local community colleges, universities, medical schools, proprietary schools, and hospitals. The program also partners with employers for planning, training, and recruitment.</p> <p>The program has provided a sub-grant to Thomas Nelson Community College (TNCC) to conduct research and analysis on new approaches in their nursing programs.</p>	<p><b>Target Group:</b> Unemployed and underemployed individuals who already have some experience in the healthcare field and want to enroll in the next level of training. Veterans, military spouses, minorities, and dislocated workers.</p> <p><b>Enrollment Target:</b> 332</p> <p><b>Number Served:</b> 395</p>	<p>HR-HWP provides up to \$10,000 in tuition support for participants to enroll in a healthcare training program at the training provider of their choice. Since the program targets individuals who already have experience in the healthcare field, many participants enroll in LPN, RN, or BSN programs. Participants can choose from over 120 programs at around 45 different training providers. Thus, the length, content and structure of the training vary across school and program type. All programs result in an industry and employer recognized credential. Supportive services are not a central component of this program; however, participants have full access to services available through their training provider and the AJC. HR-HWP assists students by making referrals to outside social services, and by conducting a general assessment of need at the point of intake.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Johnson County Community College (JCCC)</p> <p><b>Program Name:</b> Kansas Health Information Systems Training Network</p> <p><b>Location:</b> Kansas City metro area and rural portions of central KS</p> <p><b>Grant:</b> \$2,897,418</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The goal of the program is to train workers that already have experience in Healthcare or IT industries in new skills related to Health IT. There are three programs, and all courses are offered either entirely online or as hybrid courses through two community colleges.</p>	<p>The grantee Johnson County Community College (JCCC), located in the KC metro area, has three sets of partners. First, Hutchinson Community College offers the same program to a more rural part of central KS, and their courses are entirely online. JCCC also partners with the workforce investment system, which assists with identifying employers for paid internships and with making reimbursements to employers. Third, partnerships are formed through the grant's advisory board which is comprised of corporate partners in the field and state-level agencies and associations (e.g. Kansas Hospital Association) that provide feedback on curriculum, assist with building an employer network, and recruitment.</p>	<p><b>Target Group:</b> The two certificate programs target individuals with experience in healthcare or IT. About 60% are unemployed. The AA program targets the underemployed. Participants may have experience in either healthcare or IT. It also targets traditional age students looking for a career path.</p> <p><b>Enrollment Target:</b> 400</p> <p><b>Number Served:</b> 414</p>	<p>There are three programs leading to three qualifications: the Implementation Support Specialist and Trainer certificates, and the Associate of Science in Health IT.</p> <p>In the two certificate programs, students complete 21 credit hours within 2 semesters. All courses are five weeks and are either online or hybrid. For hybrid courses, students attend one class per week online and one class per week in face-to-face classroom setting. A 6-week paid internship is available, for which the grant funds up to \$10 per hour for 200 hours. These two certificate programs were also incorporated into an AS program. For semesters 1 and 2, all students in the program take the same courses, but in semesters 3 and 4, students can choose to essentially complete the certificate requirements.</p> <p>Grant funds support four staff members, two faculty members, and an adjunct. Funds were also used to support a video conference system. The students pay normal tuition. No support services are explicitly funded through the grant, though students can access services at JCCC, such as an on-campus childcare center.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Junior College District of Metropolitan Kansas City, Metropolitan Community College (MCC)</p> <p><b>Program Name:</b> Earn IT and Learn IT</p> <p><b>Location:</b> Missouri</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> Earn IT and Learn IT offers OJT in the areas of IT, Health IT, and software engineering to unemployed individuals with a BA/BS or four to five years of equivalent experience. Upon completion of OJT, participants are hired into full time positions at the company where their training was completed.</p>	<p>MCC's Department of Workforce Development oversees implementation of grant activities, but does not provide direct training. OJT is provided by the employers on both the Kansas and Missouri sides of Kansas City. MCC's two primary partners are the Full Employment Council (FEC) in Missouri and Workforce Partnerships (WP) in Kansas, both of which engage employers to identify OJT opportunities in healthcare IT, IT and software engineering. Both partners recruit participants, screen them, and match them to appropriate OJTs. Kansas City Kansas Community College (KCKCC) offers employability skills training when needed.</p>	<p><b>Target Group:</b> LTU and veterans. Targets individuals with a BA/BS or four to five years of equivalent experience.</p> <p><b>Enrollment Target:</b> 360</p> <p><b>Number Served:</b> 609</p>	<p>Through the Earn IT and Learn IT program, individuals are placed in an OJT in the areas of IT, Health IT, computer programming, and software engineering. A job developer from FEC or Workforce Partnership meets with the employer to develop a training contract, and a case manager enrolls the participants and subsequently follows up routinely on progress OJTs typically last 2 to 6 months, depending on the individual's needs and the complexity of the position for which they are preparing, and the wage subsidy is capped at \$12,500. Upon completion of OJT, participants transfer into full time positions as employees of the company in which their training was done. An FEC or WP case manager serves as the participants' primary point of contact and checks in with them routinely on their progress and to address any issues. KCKCC is available to offer employability skills training for participants if the employer requests it, but it has not been utilized due to the high skill level of participants.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The Kansas Department of Commerce Workforce Services</p> <p><b>Program Name:</b> Kansas H-1B Engineering Skills OJT Project</p> <p><b>Location:</b> Kansas</p> <p><b>Grant:</b> \$4,998,066</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The program provides OJTs for individuals with a BS in engineering.</p>	<p>The Kansas Department of Commerce Workforce Services Division partners with the state’s five WIBs to fund OJT for individuals in the field of engineering. Case managers from the AJCs conduct eligibility assessment and create OJT training plans in conjunction with the employer. The program currently has over 25 partner employers that hire program participants through OJTs that result in permanent positions.</p>	<p><b>Target Group:</b> Unemployed individuals with a BS in engineering, mainly new college graduates.</p> <p><b>Enrollment Target:</b> 168</p> <p><b>Number Served:</b> 162</p>	<p>The program provides OJT for individuals with a BS in engineering, funding up to 50% of participants’ wages (up to \$25,000) for a maximum of one year. The program is designed to defray the significant cost of training engineering graduates to be fully employable in permanent positions and meet the requirements of the employer. Upon admission to the program the participant and the employer sign a legally binding contract which states that the individual will be hired in a permanent position. Employees participating in the program are trained by their employers, and training plans are developed in conjunction with AJC case managers. The content of the training varies greatly among employers and depends on the company and position, but largely involves hands on training with direct supervision by a senior engineer. The OJTs last between 12 weeks and one year.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Los Angeles Southwest College (LASC)</p> <p><b>Program Name:</b> Los Angeles Engineering Collaborative Project</p> <p><b>Location:</b> Los Angeles City and County, CA</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> The program offers both classroom and employer-based engineering training programs for aspiring, new and experienced but unemployed engineers.</p>	<p>LASC administers the grant, participant recruitment, intake and enrollment, and delivers or manages the program content. Loyola Marymount University (LMU) is a recruitment source for employers and program participants. LASC was engaged by the City of Los Angeles WIB's Community Development Center to do outreach to their long-term unemployed and veteran populations.</p>	<p><b>Target Group:</b> Unemployed and underemployed workers. Depending on the program, individuals must have a HS diploma, a BS in engineering, be close to completion, or be an unemployed experienced engineer.</p> <p><b>Enrollment Target:</b> Not provided</p> <p><b>Number Served:</b> 137</p>	<p>There are four program tracks (400 target participants across all four):</p> <ul style="list-style-type: none"> <li>• Pre-engineering AA program for unemployed workers: participants can either do a one-year Certificate in Engineering Graphics, or a two-year Associate of Science Engineering degree at LASC. The goal of this program is to increase the number of underrepresented groups (e.g. African Americans and Latinos) entering engineering fields.</li> <li>• Work-based training for unemployed engineers seeking entry-level positions: provides 400-hour internships with employers for participants that have already or will soon obtain their BS degree in engineering. The program subsidizes \$17 of the hourly wage for the employer.</li> <li>• Work-based training for unemployed experienced engineers: program operates the same as the above, except the participants are often dislocated engineers with work experience in the field. Accordingly, the program reimburses employers \$30 an hour for their internships.</li> <li>• Engineering continuing education for unemployed engineers: Program option is for engineers entering the field and for experienced engineers. Seven short-term modules offered at LASC will cover different topics such as project management for engineers. Each module will be three hours a week on one night for four weeks.</li> </ul>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Managed Career Solutions, Inc. (MCS)</p> <p><b>Program Name:</b> LA HealthWORKS</p> <p><b>Location:</b> Los Angeles, CA</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> Managed Career Solutions works with employers to offer OJT in healthcare and health IT to underemployed and LTU individuals.</p>	<p>MCS is a private agency that operates WorkSource Centers in the Los Angeles region. In addition to managing the grant, MCS maintains relationships with employers, screens candidates for eligibility, and refers them to employers for OJT. MCS reimburses employers for 50 percent of an hourly wage of up to \$23. MCS also assists participants in developing a training plan and with job retention services. At the time of the call, MCS had 13 employer partners, including several large hospitals, develop curricula and provide OJT. They have since increased the number of employer partners to 77. Community-based organizations, including Youth Policy Institute, advertise the program to potential participants. The workforce investment boards for the county and city of Los Angeles fund MCS and co-enroll some participants in WIA.</p>	<p><b>Target Group:</b> Underemployed and LTU adults who have a certificate or degree in a healthcare discipline.</p> <p><b>Enrollment Target:</b> 1,200</p> <p><b>Number Served:</b> 1186</p>	<p>Employers provide OJT training for positions in healthcare and health IT. The length of training depends on the specific program. The duration of most programs is 8 weeks (CNA, Community Health Worker, CMA, Home Health Aide) or 12 weeks (Clinical Lab Scientist, Histology Technician, Health IT Project Manager, Health IT Implementation Specialist, Medical Biller). Emergency Medical Technician is the shortest program at 6 weeks and the longest is the RN program at 18 weeks. Participants complete at least 30 hours per week of classroom education and clinical training. MCS assists participants with developing a training plan, and staffs are available to offer personal guidance when an individual requires support. The organization also provides up to \$300 per participant for uniforms or transportation expenses. An MCS retention specialist works with participants after OJT to help them keep their job or find another if they lose their job.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Manchester Community College</p> <p><b>Program Name:</b> Investing in Career Upgrades for Healthcare (ICU-Healthcare)</p> <p><b>Location:</b> Manchester, NH</p> <p><b>Grant:</b> \$4,999,426</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> ICU for Healthcare has two initiatives: upgrading the professional skills and credentials of incumbent healthcare workers; and provide scholarship to train unemployed/underemployed who want to pursue healthcare careers.</p>	<p>The grantee is Manchester Community College. Other key partners include Elliot Hospital and 5 other smaller hospitals in the region. Elliot Health System (EHS) is the largest provider of comprehensive healthcare services in Southern New Hampshire. The cornerstone of EHS is Elliot Hospital, a 296-bed, acute care facility located in Manchester, NH.</p>	<p><b>Target Group:</b> Incumbent healthcare workers seeking strengthen their current skills and/or advance their credentials.</p> <p>Un/Underemployed: Minimum HS diploma/equivalent, occupational interest, relevant work experience or some post-secondary training, and identified skill gap or educational barrier to employment.</p> <p><b>Enrollment Target:</b> 1,020</p> <p><b>Number Served:</b> 1,080</p>	<p>This is primarily an incumbent worker training program. There is a broad range of trainings offered, often related to particular procedures and health information management systems in use at each hospital. Training programs vary at the hospitals' discretion, but common delivery modes are:</p> <ul style="list-style-type: none"> <li>• Online – majority of participants go this route, offered by several colleges and training vendors – often for skill upgrades for participants who already have clinical training (e.g. RNs training to obtain BSN).</li> <li>• On site – some incumbent training occurs at the hospital (e.g. Cisco representative brought in for IT systems training).</li> </ul> <p>Training for unemployed individuals: Applicants are screened and work with a career counselor at the institution they want to attend to develop a career completion plan. Depending on career goals, most participants are directed to short-term community college certification programs in health IT coding, Phlebotomy, and Licensed Nurse Assistant. Grantee's future plans include an OJT (2-3 months) through a partnership with another organization.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Massachusetts Manufacturing Extension Partnership, Inc. (MassMEP)</p> <p><b>Program Name:</b> Massachusetts More Skilled Workers Program (MassMSW)</p> <p><b>Location:</b> Worcester, MA</p> <p><b>Grant:</b> \$3,992,908</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> MassMSW coordinates two advanced manufacturing training tracks that include pre-placement training, OJT/job placements and post-placement mentoring.</p>	<p>MassMEP, a resource for manufacturing firms, coordinates MassMSW. Regional Workforce Investment Boards and AJCs provide recruitment and orientation of participants. Training is provided by MassMEP, Quinsigamond Community College, Worcester Polytechnic Institute, and Worcester Polytechnic High School. In addition, twenty-seven employers committed to OJT placements.</p>	<p>Targeted Group: Unemployed and underemployed workers.</p> <p><b>Enrollment Target:</b> 744</p> <p><b>Number Served:</b> 230</p>	<p>MassMSW offers two pathway programs to prepare and place participants in manufacturing jobs:</p> <ul style="list-style-type: none"> <li>Advanced CNC (Computer Numerical Control) Technical Track includes three phases: 1) participation in two week pre-placement training culminating in a Massachusetts' Division of Apprentice Training pre-apprentice certificate; 2) placement in customized OJT as paid employee at a small business for 8 weeks culminating in technical skills certificates; 3) provision of 16 weeks of on-site mentoring process addresses skill gaps/ retention issues.</li> <li>Middle Skills Track includes three phases: 1) pre-placement training culminates in a Lean-to-Green Certificate at Florida Institute of Technology; 2) participants are placed in manufacturing jobs; 3) advanced training opportunities.</li> </ul>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Memphis Bioworks Foundation</p> <p><b>Program Name:</b> Southern Education Training Consortium – Health &amp; Information Technologies (SETC-HIT)</p> <p><b>Location:</b> Fayette and Shelby Counties, Tennessee</p> <p><b>Grant:</b> \$3,743,098</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The program aims to provide training in the Health Information Technology (HIT) and medical research industries to long-term unemployed and underemployed individuals</p>	<p>Memphis Bioworks Foundation serves as the grant administrator, and the project partners are responsible for implementing the training and providing services to the program participants. The four education providers involved are Lab Four Professional Development Center (Lab Four), Southwest Tennessee Community College (Southwest), and Tennessee College of Applied Technology-Memphis (TCAT-Memphis) and Tennessee College of Applied Technology-Whiteville (TCAT-Whiteville). Seedco provides career preparation services to participants. The Workforce Investment Network (which covers Fayette and Shelby Counties, Tennessee) provides support services, and support recruitment efforts and retention.</p>	<p><b>Targeted Group:</b> The project targets training to long-term unemployed and underemployed workers. Students must meet the requirements of the individual education providers in order to qualify for specific training. This varies for the different provider, but students generally must already have their basic skills, as the program does not cover remedial classes.</p> <p><b>Enrollment Target:</b> 390</p> <p><b>Number Served:</b> 386</p>	<p>The educational and vocational training programs range in length, and can last up to two years. The education partners also provide case management services for the students.</p> <ul style="list-style-type: none"> <li>Southwest Tennessee Community College provides Biotechnology Technician training. Students receive an Associate of Science after completing the two-year, 60 hour credit program.</li> <li>Tennessee College of Applied Technology-Memphis and TCAT-Whiteville offer a year-long Health Information Technician (HIT) Diploma. TCAT-Memphis has CMA and Certified Billing and Coding training; both are college credit vocational diploma programs of up to one year. TCAT-Memphis also offers an Assistant Animal Lab Technician (AALT) program that follows a career pathway model. The program is three trimesters long, and participants receive credentials after each trimester. Lab Four Professional Development Center is a local proprietary school geared toward individuals with a previous HIT background. Students can obtain credentials as an Implementation Specialist, Program Engineer, or Health Information &amp; Security Specialist, among others.</li> </ul> <p><b>Support services</b></p> <ul style="list-style-type: none"> <li>Seedco provides resume help, mock interviews, training in soft skills and workplace etiquette. They also provide individual job leads that match the participant's interests and skills.</li> <li>Participants can be co-enrolled with the Workforce Investment Network to receive support for transportation or other services. They also support recruitment efforts and retention and follow up services.</li> </ul>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Midlands Technical College</p> <p><b>Program Name:</b> Midlands Technical College’s Growing Resources for Information Technology (GRIT)</p> <p><b>Location:</b> South Carolina</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Growing Resources for Information Technology (GRIT) aims to train individuals for careers in IT and Health IT. GRIT involves short-term, non-credit classroom instruction, which is followed by OJT or direct employment.</p>	<p>Midlands Technical College, the grantee, is a two-year college. Two WIBs—Midlands Workforce Development Board and Santee-Lynches Workforce Investment Board—assist with recruitment, referrals, screening, and assessment of potential participants. IToLogy, a non-profit trade association that works to grow the pipeline of IT workers, helps with recruitment and candidate screening and provides support for workplace skills development and job search. Additional partners include businesses that advise Midlands Technical College on specific IT skills and certifications necessary for workforce competitiveness. Finally, the South Carolina Commission for Minority Affairs provides cultural competency training to instructors, IToLogy staff, and any other partner staff who may come into contact with participants.</p>	<p><b>Target Group:</b> Unemployed veterans, minorities, and women who have an AA or BA/BS, or equivalent level of relevant work experience.</p> <p><b>Enrollment Target:</b> 650</p> <p><b>Number Served:</b> 136</p>	<p>Midlands Technical College provides classroom training programs for GRIT oriented toward specific employers in three career tracks: Front-End Web Developer/Program Analyst, Health IT Computer Network Support Specialist, and Health IT Network and Data Communication Analyst. The trainings last 14 to 18 weeks and are discounted 40 percent to GRIT participants with the TST grant covering tuition between \$12,000 and \$16,000, as well as course materials and certification exam fees. The college also provides a soft skills class that covers topics such as team work, problem solving, communication skills, customer service, and an optional exam preparation class. Finally, the college offers travel reimbursement for participants who drive more than 50 miles a day for training. IToLogy staff support the job search process and coordinate with business partners to update participants weekly on job announcements, and schedules of free job fairs and networking events offered by the public library and the college.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> National Institute for Metalworking Skills (NIMS) Inc.</p> <p><b>Program Name:</b> National Institute for Metalworking Skills (NIMS) Inc.</p> <p><b>Location:</b> Southern California, Chicago, Arizona, Pennsylvania, and Minnesota</p> <p><b>Grant:</b> \$2,232,492</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> National Institute for Metalworking Skills (NIMS) Inc. implements OJT programs in Computer Numerical Controlled (CNC) Setup Operations and High-Technology Training for Advanced Manufacturing for the long-term unemployed. It also funds their attainment of national machine certifications.</p>	<p>NIMS Inc., a national non-profit organization formed by the metalworking trade associations, is the lead agency. It manages the program and works with businesses to structure formal apprenticeships and OJTs. NIMS has partnered with the Center for Labor and Community Research in CA and the Training Center of Southern California which identify companies—usually small to medium sized manufacturers—needing employees and communicate with AJCs and career centers to place eligible candidates in OJT and perform periodic performance check-ins. The grantee also has also used subcontractors, in locations such as Chicago, to establish relationships with companies and make OJT placements. In the newest program jurisdictions—PA, AZ, and MN—, NIMS has recently changed strategies to working directly with companies to make OJT placements. In these new sites, NIMS loosely affiliates with community-based organizations and local chapters build the relationships with the companies.</p>	<p><b>Target Group:</b> LTU. Individuals must have a HS diploma/GED and previous work experience. If possible, they also, have a background in math and mechanical abilities</p> <p><b>Enrollment Target:</b> 500</p> <p><b>Number Served:</b> 308</p>	<p>NIMS provides an OJT program in Computer Numerical Controlled (CNC) Set-up Operations and precision manufacturing. Eligible participants are given specific training in businesses' niche fields and may also receive up to 5 NIMS-funded credentials and national machine certifications. Companies are reimbursed \$4 per hour for OJT participants for up to 520 hours or 90 days, which amounts to a maximum subsidy of \$2,080 per participant. If OJT is successful, employers have the option of hiring the participants permanently. NIMS also offers training for company personnel to become certified OJT trainers through a two-day boot camp on subjects like basic OJT skills, adult learning, and development of training techniques.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The New Jersey Institute of Technology</p> <p><b>Program Name:</b> upSKILL</p> <p><b>Location:</b> Northeastern New Jersey</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> upSKILL pays for unemployed IT/STEM workers to take courses at partner colleges to enable them to re-enter the workforce, and provides incumbent worker training in high-skilled IT subject areas.<sup>37</sup></p>	<p>The New Jersey Institute of Technology is the lead grantee. College partners, where technical classes are available, include Rutgers University Newark, and community colleges in five counties (Bergen, Essex, Hudson, Morris, and Passaic). AJCs in those counties provide support services. In addition, the New Jersey Talent Networks have seminars and events in these areas that participants can access. On the incumbent worker side, employer partners IBM and AT&amp;T provide training in-house or arrange it externally.</p>	<p><b>Target Group:</b> upSKILL’s target group is unemployed individuals and veterans with a background in IT or STEM-related fields at a high-skill level. The incumbent worker program supports training of the employees of AT&amp;T and IBM.</p> <p><b>Enrollment Target:</b> 2,700</p> <p><b>Number Served:</b> 1,921</p>	<p>upSKILL’s unemployed worker program pays for classes in high-skilled IT subject areas at participating colleges. The AJC collects individual’s information and conducts eligibility determination. UpSkill and AJC staff helps participants find appropriate training programs based on their interests, background, and geographical location.</p> <p>Classes can be credit or noncredit, and typically involve 30 to 90 hours. Participants can be approved for more than one course There is also a program to train NJ national guard personnel while on overseas assignment using distance learning technology. Partnerships are in place to leverage resources at the One Stop centers for support services and at the colleges for academic and vocational counseling. The program also operates a website that provides links to job postings, job search resources, and courses.</p> <p>The incumbent worker program provides funding for training for IBM and AT&amp;T employees. The employers, in concert with the employees, identify and provide skills training and education that meets the demands of the IT marketplace. Training can be provided either in-house or through employer selected training providers. These trainings range from courses that are a half a day in duration to more in-depth programs that last a week.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> New York State Department of Labor Division of Employment and Workforce Solutions</p> <p><b>Program Name:</b> Growing Opportunities for Workforce Training in High-Skills (GROWTH)</p> <p><b>Location:</b> New York</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> The program contains two distinct projects: the Advanced Manufacturing Pathways Project (training unemployed individuals in the Finger Lakes region), and Registered Nursing Upgrade Project (statewide incumbent worker training).</p>	<p>For the Advanced Manufacturing Pathways Project, the New York State Department of Labor Division of Employment and Workforce Solutions partners with local Workforce Investment Boards to conduct intake, outreach and recruitment and screening. Three community colleges serve as educational partners. For the Registered Nursing Upgrade Project, the grantee contracted with nine employer partners to provide training to incumbent workers.</p>	<p><b>Target Group:</b> <i>AM:</i> Unemployed (or recent HS grad with summer job). Participants must be 18 +, have a HS degree or GED, and be enrolled at AJC. <i>Nursing:</i> Must be employees of 1 of 9 contracted employers and an LPN or RN</p> <p><b>Enrollment Target:</b> 471</p> <p><b>Number Served:</b> 506</p>	<p>The Advanced Manufacturing Pathways Project partners with Genesee, Finger Lakes, and Monroe Community Colleges to provide AA or certificates in 10 degree tracks. Certificate programs are one year in length, while AA programs are two years in length. The grant provides up to \$8,500 in tuition assistance (via ITA) and up to \$1,100 for supportive service costs such as books, transportation, and childcare. Each community college has a grant-funded tutor to assist program participants in math and science related areas. Participants are also eligible for supportive services and job search assistance available through local WIBs (including case management). The Registered Nursing Upgrade Project partners with nine contractors to provide training to incumbent workers. The grant supports individuals with an LPN progressing to RN, and RN to BSN. Most training is outside of work hours at approved postsecondary institutions. The project requires a 50% match by the employer, of which 50% has to be cash. Employers may permit participants to complete training during working hours (as a match source). Employers are reimbursed as workers complete their courses.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Northeast Iowa Community College</p> <p><b>Program Name:</b> Skill Up: Up-skilling IT in Iowa &amp; Wisconsin</p> <p><b>Location:</b> Greater Dubuque area, Iowa</p> <p><b>Grant:</b> \$4,870,648</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> Skill Up aims to increase IT skills of the Greater Dubuque workforce, primarily incumbent workers.</p>	<p>Northeast Iowa Community College partners with Clarke University, Loras College, and Southwest Wisconsin Technical College. Northeast Iowa Community College administers the grant and offers trainings at all four colleges. Other key partners include 8 businesses in the tri-state area (IL, IA, WI) that provide IT skills trainings, and 17 employers that provide referrals to the program.</p>	<p><b>Target Group:</b> incumbent workers (93%) and unemployed or underemployed (7%). Trainees must show valid proof of SSN to show they are eligible to work and DOB.</p> <p><b>Enrollment Target:</b> 1,960</p> <p><b>Number Served:</b> 281</p>	<p>Skill Up provides IT skills training (e.g. Cisco, HTML, Microsoft Office, training to use a new application or machine, etc.), based on needs and requests by local employers. These trainings are offered at the colleges or at the employer's location and typically last 3-5 days. Classes vary from one day to a quarter or semester. Depending on the training, it leads to a certification of completion or industry-recognized credential. The local WIBs offers transportation and childcare assistance, as well as other support services to unemployed individuals who are eligible. The college offers job search assistance and case management.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Northwest State Community College (NSCC)</p> <p><b>Program Name:</b> iSTAR Initiative</p> <p><b>Location:</b> Seventeen counties in Northwest Ohio served by “JobsOhio”</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> The iSTAR Initiative provides short-term training in IT or Advanced Manufacturing at 3 local colleges, followed by an OJT placement. It also includes case management, soft skills training, career readiness support, and support services.</p>	<p>NSCC, a small community college in Archbold, OH, is one of three training providers. The other two are the University of Toledo and Rhodes State College. The Wood, Sandusky, Ottawa, and Seneca County Community Action Commission (WSOS) provides career coaching and the OJT contracts for the program. The Center for Innovative Food Technology, an employer member association, helps the program and its participants connect with employers.</p>	<p><b>Target Group:</b> LTU, displaced workers, and other underemployed and unemployed workers. Must have high school degree or GED, and go through a rigorous screening process that involves an initial interview; and either: a compatibility test, a typing test, and an exam to get International Computer Driving License certification (for IT) or the WorkKeys assessment (for manufacturing).</p> <p><b>Enrollment Target:</b> 300</p> <p><b>Number Served:</b> 95</p>	<p>The program first provides 16 weeks of IT or 29 weeks Advanced Manufacturing training at local colleges. Participants receive college credit and program certificates in Industrial Automation Maintenance or as an IT Specialist. Tuition, books, testing fees, etc. are fully funded by the grant. Topics covered in the Advanced Manufacturing training include industrial electrical, motor controls, introduction to welding, industrial fluid power, servo/robotics, and programmable controller, among others. Topics covered in the IT training include computer systems, discrete structures, computer programming, network essentials, and database reporting, among others.</p> <p>After students complete the educational portion of the program, they are eligible for 18-week OJTs. Participants are provided with work readiness training, job search assistance, case management, and crisis intervention by Career Coaches, who also work with the employers to design the OJTs. The program makes available support services, including interview clothing, car repairs, and gas cards. While the program model involves both classroom training and OJTs, it can be individualized with some participants doing one component without the other.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Northwest Wisconsin Concentrated Employment Program, Inc. (CEP, Inc.)</p> <p><b>Program Name:</b> Health Care and Regional Employment (CARE)</p> <p><b>Location:</b> 26 counties throughout Northwest and Central Wisconsin</p> <p><b>Grant:</b> \$4,758,656</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The CARE program provides OJTs in healthcare to unemployed or under-employed adults.</p>	<p>CEP, Inc., the administrative entity of the Northwest Wisconsin Workforce Investment Board (NWWIB), is responsible for overall project implementation. Key partners include NWWIB, the Fox Valley Workforce Development Board (FVWDB), and North Central Wisconsin Workforce Development Board (NCWWDB); these partners are responsible for outreach, recruitment, and intake.</p>	<p><b>Target Group:</b> Unemployed or under-employed adults with a high school diploma. Most enrollees are recent graduates with a degree or certificate in healthcare. Specific educational eligibility requirements are defined by participating employers.</p> <p><b>Enrollment Target:</b> 750</p> <p><b>Number Served:</b> 444</p>	<p>The program provides on-the-job-training in healthcare occupations (primarily registered nurses) to unemployed or underemployed adults. Project managers work closely with participating employers to develop individualized OJT contracts and plans for program participants. The average OJT contract lasts 3 months. The structure of training is internally defined by employers to allow for flexible deployment of staff within the organization. The program offers support services, such as transportation, child care, and assistance with uniforms.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Ohio Department of Job and Family Services (ODJFS)</p> <p><b>Program Name:</b> ODJFS</p> <p><b>Location:</b> Ohio</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Ohio Department of Job and Family Services (ODJFS) provides classroom training in IT and the chemical industry. The program offers internships, OJTs, and support services including job placement assistance.<sup>38</sup></p>	<p>ODJFS oversees grant administration and partners with the Ohio Board of Regents to identify industry training needs as well as engage training providers and employers. Three training providers—Stark State College, Columbus State Community College, and Washington County Career Center—provide classroom training and support services for participants in the northeast, central, and southeast regions of Ohio. Each training provider communicates with local employers about their training needs and job opportunities to align the curriculum with desired job skills. Wright State University assists the Ohio Board of Regents with grant administration and data entry into a centralized system.</p>	<p><b>Target Group:</b> Unemployed, underemployed, and dislocated workers. Program uses poverty level chart to identify and target low-wage individuals. Some focus on older workers.</p> <p><b>Enrollment Target:</b> 369</p> <p><b>Number Served:</b> 342</p>	<p>Columbus State and Stark State offer training in IT fields in the northeast and central parts of Ohio while Washington County Career Center trains students in the chemical industry in southeast Ohio. Columbus State is a for-credit program that runs three semesters in length with the option to receive an AA degree in information technology. The 5-week program at Stark State results in A+, Network+, and Security+ certifications, and participants receive credit hours if they subsequently enroll in a degree program. The Washington County Career Center offers a 7-month industrial maintenance training and a 12-week chemical technician training, both of which are non-credit and include OJT. OJT is strongly encouraged for all participants in grant-funded training and is offered through the various employers in the area. The level of wage subsidy for training expenses is 50 percent; the chemical industry receives up to \$5,000 per participant while IT employers in Columbus receive up to \$10,000 due to the IT market and competitive wages in that area. Support services include career coaching, academic counseling, resume assistance, interviewing skills preparation, and job placement assistance.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Ohio University</p> <p><b>Program Name:</b> Nursing Education and Retraining for Success (NEARS)</p> <p><b>Location:</b> Four Ohio University campuses within the Ohio Appalachian region</p> <p><b>Grant:</b> \$4,989,080</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> NEARS offers trainings along the nursing career pathway. It offers various courses leading to registered nursing degrees ranging from associate to master's degrees, with its main focus on training licensed practical nurses to become registered nurses.</p>	<p>Ohio University's nursing school at the main campus and at various regional campuses offer the trainings. Employer partners, including several of the main hospitals in the region, help with job placements, mock interviews, and soft skills training. Local AJCs serve as referral sources as well as providing WIA services to some participants on an individual basis. The local Community College Partnership Network helps with recruitment of current nurses.</p>	<p><b>Target Group:</b> LTU and underemployed, including part-time and temporary workers seeking full-time employment. Specific eligibility requirements vary based on the particular training program. All pre-licensure participants must take the HESI A2 assessment and write an essay as part of the application.</p> <p><b>Enrollment Target:</b> 204</p> <p><b>Number Served:</b> 234</p>	<p>NEARS pays tuition and provides support services to students entering various nursing programs offered by the college. These programs include: a two-year A-DN program; a one-year LPN-to-RN program; a four-year BSN program; a five-semester accelerated BSN program; an 18 month to 2-year RN-to-BSN program; and a two-year MSN program for individuals with RN licenses and BSNs. The RN-to-BSN and MSN programs are held primarily online; the others are classroom based. Most participants are enrolled in the AD-N program. The program also offers \$2,000 of emergency assistance per student and approximately \$1,800 for AD-N &amp; LPN-RN students for uniforms, books, graduation expenses, or similar expenses. In addition, case management and life skills training are delivered through seminars and goal-setting activities designed specifically for NEARS program students. The program also prepares students for their NCLEX with the "Your Best Grade" and Elsevier's HESI test prep program.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Oklahoma Department of Commerce</p> <p><b>Program Name:</b> Oklahoma Greenovation</p> <p><b>Location:</b> Statewide, with a focus on Tulsa and Oklahoma City</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> Oklahoma Greenovation offers green-centric training and OJT within the construction/trades industry and the energy-efficiency services sector (EES).<sup>39</sup></p>	<p>Oklahoma Department of Commerce contracts with a consortium of local institutions as partners in implementation. The lead sub-grantee is Oklahoma State University Institute of Technology (OSUIT), which manages the project and connects participants with employer partners offering OJT opportunities. Additional sub-grantees are OSU Oklahoma City (OSU-OKC) and Tulsa Community College (TCC). This group of sub-grantees is the C3 Consortium.</p> <p>In addition, the program works with various local WIBs as referral partners. The program also partners with trade associations, such as, the Oklahoma Chapter of Associated General Contractors (AGC), which represents 300-500 companies in construction/trades/EES.</p>	<p><b>Target Group:</b> Unemployed or underemployed, the formerly incarcerated, and veterans. Participants must have a high school diploma or GED and at least some post-secondary education or work experience within the target industries.</p> <p><b>Enrollment Target:</b> 975</p> <p><b>Number Served:</b> 675</p>	<p>The C3 Consortium provides the day-to-day operations for Oklahoma Greenovation's grant program components: OJT, Leadership in Energy &amp; Environmental Design (LEED), Passive House, and the OSUIT online campus/WinAt-Work online training. OJT participants may be referred by local WIBs or college students who are close to completing their programs of study. Employers in the OJT component must pay at least \$14/hour and treat the OJT participants as full employees, with any benefits that the employer regularly provides. Employers are reimbursed for \$7/hour for up to 300 hours. At the end of OJT, employers report whether the participant has finished all skills training and if the participant will be asked to continue as an unsubsidized employee.</p> <p>The program also offers a two-day, condensed LEED training, designed to prepare participants for a first level LEED certification. It introduces participants to green design, its importance, and the verification categories, such as, water and energy use and regional priorities that affect Oklahoma. LEED training is coordinated by OSU-OKC and TCC. The program also offers Passive House training, access to OSUIT's online campus and the WinAt-Work online training. Passive House provides the design tools and rigorous technical standards needed to build facilities that reduce energy consumption by 60-80 percent compared to code buildings. The Online Campus, created in part with a USDOL-grant-funded project dubbed Oklahoma Green, includes modules designed to help companies cut fuel costs and improve their overall energy efficiency. WinAt-Work is designed to help those entering or returning to the workforce (recent graduates, formerly incarcerated, etc.) navigate the workplace and succeed.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Pacific Gateway Workforce Investment Network (WIN)</p> <p><b>Program Name:</b> Pacific Gateway H-1B Health Sector Training Project</p> <p><b>Location:</b> Long Beach, CA</p> <p><b>Grant:</b> \$2,816,309</p> <p><b>Program Type:</b> OJT and Incumbent Worker</p> <p><b>Overview:</b> The Health Sector Training Project provides classroom training in three healthcare industry pathways through a partnership with a large regional hospital.</p>	<p>Pacific Gateway Workforce Investment Network (WIN) partners with Long Beach Memorial Hospital (LBMH), the largest private employer in Long Beach, to train and hire individuals in the healthcare industry LBMH has been the primary employer partner to date and planned to hire all program completers until reaching capacity LBMH and Pacific Gateway WIN work jointly to recruit additional employers to hire completers Two other training providers partner with Pacific Gateway WIN for the program—Long Beach City College and Los Angeles Harbor Community College.</p>	<p><b>Target Group:</b> Unemployed individuals with a high school diploma or GED. Less often, incumbent workers at LBMH</p> <p><b>Enrollment Target:</b> 793</p> <p><b>Number Served:</b> 327</p>	<p>The Health Sector Training Project provides training in the healthcare industry in three pathways—a nursing pathway, a financial specialist pathway, and a clinical scientist pathway. When Pacific Gateway WIN and LBMH were discussing training options, they decided that the greatest opportunity was in an occupation created by LBMH a few years prior – Patient Care Assistant (PCA), which is similar to CNA but without a state certification. PCA participants receive seven weeks of full time classroom instruction at LBMH Other training offerings in the nursing pathway include Sterile Processing Technician, Home Safety Aide, Phlebotomy, and Medical Assistant. The financial specialist pathway trains participants in Medical Billing. The lab scientist pathway is specialized and focuses on a different population, targeting graduating BA/BS students at Cal State Dominguez Hills seeking jobs in hospital labs. A designated case manager for the program provides counseling and serves as a liaison to LBHM contacts.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Pacific Systems, Incorporated</p> <p><b>Program Name:</b> Putting Georgia to Work Program (PGWP)</p> <p><b>Location:</b> Metro Atlanta area, Georgia</p> <p><b>Grant:</b> \$4,966,308</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Pacific Institute of Technology provides IT training to the underemployed and LTU. The program consists of a training period and job placement.</p>	<p>Pacific Systems, Incorporated, an IT training consulting outfit, is the training arm of the company and conducts trainings in-house for the program. Other key partners include the Women's Economic Development Agency, Jubilee Christian Church, Redeem Christian Church of God, Gospel Faith Mission International, and the Divine Visitation Ministries. These partners network in the community, refer individuals to the program, and recruit employers for placements. The grantee also partners with several employers for placements, including Phillips Electronics, TSYS, and a staffing agency. Employers are not required to hire participants.</p>	<p><b>Target Group:</b> LTU and underemployed, with an emphasis on LTU. Participants are individually screened on skill and education level using pre-assessment tools.</p> <p><b>Enrollment Target:</b> 800</p> <p><b>Number Served:</b> 477</p>	<p>Pacific Institute of Tech enrolls participants into training, conducted in-house, and then matches individuals with job placements. Trainees select a standardized training program with courses in topics such as Oracle, applications, programming, UNIX programming, and application administration. Each program aligns with a certificate (e.g. certificate in database management, certificate in Microsoft Word, A.S. in CIS). Training lasts for 3 months at 36 hours per week, followed by a 3-month job placement at an employer partner. Participants who are not placed at the end of training continue to work with the grantee to find alternative placements and maintain skills through refresher courses. After training is completed, participants have continued access to the organization for job counseling and employment assistance. Support services include continuing education opportunities, access to past instructors, employment assistance, and direct counseling.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Pima County</p> <p><b>Program Name:</b> Southern Arizona Technical Career Pathways</p> <p><b>Location:</b> Pima, Cochise, Santa Cruz and Yuma Counties, Arizona</p> <p><b>Grant:</b> \$1,318,326</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> The Southern Arizona Technical Career Pathways program supports incumbent worker training and BA/BS completion for individuals in engineering, information technology, and related management positions.</p>	<p>Pima County is the grantee and key contractual partners include Cochise County, Santa Cruz County, and Yuma County. Each county administers the grant for their residents and has their own outreach coordinator. At the time of the call, there were 13 employer partners for Phase 1 and 15 for Phase 2. This number of employer partners has since increased. The grant focuses on companies that have fewer than 500 employees. Educational partners include Arizona Western (Yuma County), Pima Community College, Cochise College.</p>	<p><b>Target Group:</b> Phase 1: Workers in lower level jobs (e.g., technician-level) with some post-secondary education, but who are not currently enrolled in school. Phase 2: Mid- to high- level employees, at a skill or aptitude level deemed sufficiently high (by their employer) to complete training.</p> <p><b>Enrollment Target:</b>200</p> <p><b>Number Served:</b> 294</p>	<p>Southern Arizona Technical Career Pathways supports two phases of training. Phase 1 is supporting BA/BS completion for individuals working at the technician level who have completed some higher education coursework. Phase 1 training occurs at the educational institution, and is available to students of engineering, IT, and manufacturing management. The content and structure of classes is specific to the institution and program. The program funds half of tuition in advance for two semesters (up to \$5,000). Companies reimburse the other half upon successful completion of the semester. The goal of Phase 2 training is to offer credential or certificate programs to mid- to high-level workers aimed to secure a raise and/or promotion. Training is most often provided to participants at their place of employment, during business hours, either in person or via virtual interactive classrooms. Training programs average one to two weeks in duration, and some programs may be up to eight hours per day. The curriculum is developed by the training institutions with input from the employers on the needs of their organization, and is designed to result in a validated credential recognized by multiple employers. The grant does not fund supportive services.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Project QUEST</p> <p><b>Program Name:</b> Homegrown Healthcare</p> <p><b>Location:</b> San Antonio</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The grant funds training programs along different stages of the nursing career ladder and across different occupations in San Antonio's healthcare industry.<sup>40</sup> Project QUEST partners with local training providers, including community colleges and schools of nursing, to fund classroom-based education and hands-on clinical rotations leading to AA or BA/BS in connection with one of 8-9 occupations.</p>	<p>The primary grantee is Project QUEST, which is a community-based workforce development program. They are responsible for the administration of the grant, recruitment of participants, and the provision of wrap-around services and career counseling. Four partners provide training services: Phillips College, San Antonio College, Baptist School of Nursing, and University of Texas Healthcare Center.</p>	<p><b>Target Group:</b> The grant targets the LTU, which is sub-categorized into four groups: those unemployed &gt;26 weeks, exhaustees of UI benefits, the underemployed, and part-time workers looking for full-time work. Participants must have a HS diploma or GED and demonstrate adequate reading and math skills (above 6th grade level). Participants must also have some background in the H-1B field</p> <p><b>Enrollment Target:</b> 416</p> <p><b>Number Served:</b> 788</p>	<p>Training content varies with the type of program and intended occupation. In general, participants spent 2/3 of their time in classroom training and 1/3 in clinical rotations. The grant pays for half of a participant's tuition and all of their fees and books. Two programs lead to a bachelor's degree (dental hygienist and the BSN programs), and the rest all culminate in AA degree. For the bachelor's programs, participants must have completed the first two years of education before entering the grant-funded portion, so all TST grant programs are effectively two years.</p> <p>Non-training services are provided by Project QUEST and include career advising and supportive services. Participants meet weekly with a career advisor. In addition to weekly meetings, Project QUEST holds information sessions that cover the availability of supportive services, and participants can schedule additional 1-on-1 case management sessions. Participants also have access to transportation subsidies.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The Research Foundation of SUNY, College of Environmental Science and Forestry</p> <p><b>Program Name:</b> Environmental Science and Forestry (ESF): Radiation Curing Program</p> <p><b>Location:</b> Syracuse, NY</p> <p><b>Grant:</b> \$1,387,104</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> ESF, RadTech International North America, and the Manufacturers Association of Central New York provide radiation curing webinars, face-to-face short-courses, online short-courses, online advanced courses, and Certified Production Technician (CPT) training to new and incumbent workers in advanced manufacturing.</p>	<p>The Research Foundation of SUNY, College of Environmental Science and Forestry, manages the grant, recruits and conducts assessments of eligible candidates, sets up webinars, offers training courses, and assists with curriculum development in radiation curing. ESF partnered with RadTech International North America, which assists with the webinar series, curriculum development, and recruitment. The Manufacturers Association of Central New York is a training partner that provides the MSSC Certified Production Technician program (CPT).</p>	<p><b>Targeted Group:</b> Unemployed, underemployed, and LTU workers as well as incumbent workers in advanced manufacturing and/or radiation curing and RadTech members.</p> <p><b>Enrollment Target:</b> 234</p> <p><b>Number Served:</b> 113</p>	<p>ESF offers a three tier training program that includes: 1) the “Future of UV/EB Webinar Series” a free one-hour series for RadTech members and others that focuses on the evolution and maturation of the ultraviolet light-electron beam transmission (UV/EB) field; 2) the MSSC’s CPT program targets entry-level workers in advanced manufacturing and includes four online training modules; participants earn a certificate for each completed module and earn the MSSC Certified Production Technician Certificate if all four modules are completed; and 3) the Radiation Curing Program includes three online courses in radiation curing that may culminate in a SUNY (and New York State-registered). Advanced Certificate in Radiation Curing (or may be completed on a non-credit professional development basis).</p> <p>Additionally, new face-to-face and online short-courses have been developed and delivered to respond to emerging needs (e.g., Principle of Radiation Curing, Basics of UV Curable 3D Printing).</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> River Valley Community College (RVCC)</p> <p><b>Program Name:</b> Skills Through Apprenticeship Retraining (STAR)</p> <p><b>Location:</b> New Hampshire</p> <p><b>Grant:</b> \$4,998,775</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The STAR program provides CNC machinist classroom training and certification to unemployed individuals, followed by OJT. The certification training and OJT contribute to the requirements of a culminating 2-year DOL apprenticeship.</p>	<p>RVCC is the lead agency and oversees the grant program. RVCC is responsible for participant recruitment, establishing employer partnerships, and providing Computer Numerically Controlled (CNC) machinist classroom training at its two campuses. Employer partners Hypertherm, Sturm Ruger, King &amp; Company, Hicks Machine, Lovejoy Tool Company, Inc., and Timken Aerospace hire participants as full-time employees and ensure the completion of OJT and apprenticeship requirements. Hypertherm also helps recruit and screen individuals for eligibility and provides use of its on-site training facility for classroom and lab training of participants it intends to hire.</p>	<p><b>Target Group:</b> Unemployed and underemployed individuals with a HS diploma or GED or the ability to pass the program's eligibility assessments.</p> <p><b>Enrollment Target:</b> Not provided</p> <p><b>Number Served:</b> 83</p>	<p>RVCC STAR provides OJT training in advanced manufacturing to unemployed and underemployed individuals. Participants complete classroom and lab learning to earn their CNC machinist certification through one of two pathways. First, participants may be hired from a STAR career fair employer partner, Hypertherm. As full-time employees, participants enroll in a 9 week, in-person, full-time training course at Hypertherm's on-site training facility, and then participate in an OJT at Hypertherm. Second, participants may enroll in two consecutive 10 week, in-person, part-time training courses at one of RVCC's campuses. Upon completing their certification, participants then begin OJT (e.g., at partners Sturm Ruger or King &amp; Company). Most participants complete an average of 52 weeks of OJT at their employer after receiving CNC certification. Both the certification training and OJT contribute to the requirements of an optional culminating 2-year DOL apprenticeship program. STAR subsidizes 50% of all participants' wages during OJT for up to one year, as well as 50% of Hypertherm participants' wages during their classroom training.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> San Jacinto Community College District (SanJac)</p> <p><b>Program Name:</b> DOL H1B Information Technology Training for Tomorrow (IT<sup>3</sup>)</p> <p><b>Location:</b> Houston and East Harris County, TX</p> <p><b>Grant:</b> \$4,996,100</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> The DOL H1B IT<sup>3</sup> program provides scholarships for underemployed, unemployed, LTU, and incumbent worker participants to receive training in information technology and cybersecurity.</p>	<p>SanJac is the manager of the project It also provides training for participants, either directly or through courses offered by partner, Global Knowledge. Incumbent worker training is provided to IBM, Lockheed Martin, and MEI Technologies, Inc. employees either by the companies' internal resources or by SanJac.</p>	<p><b>Target Group:</b> Incumbent workers selected and employed by participating companies, as well as underemployed, unemployed and LTU participants with at least some college experience and two years of work experience (preferably in IT).</p> <p><b>Enrollment Target:</b> 2,540</p> <p><b>Number Served:</b> 2,316</p>	<p>The DOL H1B IT<sup>3</sup> program provides scholarships for underemployed, unemployed and LTU participants to complete up to two technical classes and related certification exams in IT or cybersecurity. Certifications include CompTIA A+, SAP, SharePoint, Project Management Professional, and Lean Six Sigma Classes. Trainings vary in length: those at SanJac tend to run 8-10 weeks and those through Global Knowledge are, on average 1-2 weeks. Participants have access to SanJac's career services for job readiness and job placement supports Incumbent worker training is reimbursed at an average of \$1,050 per participant and can entail classes through SanJac, Global Knowledge, or companies' internal human resources systems.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Shenandoah Valley Workforce Investment Board (SVWIB)</p> <p><b>Program Name:</b> Valley Workforce OJT Initiative</p> <p><b>Location:</b> Shenandoah Valley, Virginia</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The Valley Workforce OJT Initiative offers OJT in the healthcare and advanced manufacturing fields.</p>	<p>SVWIB partners with one other WIB as well as local AJCs to recruit and conduct eligibility screening of potential participants; recruit employers and coordinate with them on OJT placements; support participants during OJT and follow up with them afterwards. Shenandoah Valley Partnership, the regional economic development organization, advocates for the Valley Workforce OJT Initiative among its business partners and recruits employers to provide OJTs in each of the WIBs' 16 service areas. There are currently 43 employers involved. In addition to providing OJTs, employers serve as a referral source for people they believe to be eligible for training.</p>	<p><b>Target Group:</b> LTU, underemployed and dislocated workers 18+. Must have at least a GED or high school diploma, and some post-secondary education or work experience.</p> <p><b>Enrollment Target:</b> 310</p> <p><b>Number Served:</b> 430</p>	<p>The Valley OJT Initiative provides training in advanced manufacturing and healthcare. Training is required to be hands-on with the option for employers to supplement with classroom instruction from a provider of their choice. The WIBs assist the employer in developing a training plan for the participant. Advanced manufacturing training is conducted almost entirely through OJTs lasting 6 months on average, with a range of two months to one year. Earning a credential is not a requirement of the grant-funded program. Upon completion of OJT, the employer is required to hire the individual full time. The grant provides a wage subsidy to employers during OJT and covers the cost of tools and uniforms for OJT trainees. Some participants are dually enrolled in WIA and receive support services from the AJCs. Case managers are in touch with all participants regularly and employers can request career coach services for trainees if needed.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Southeast Los Angeles County Workforce Investment Board (SELACO)</p> <p><b>Program Name:</b> The H-1B New Nurse Graduate Internship Training Project</p> <p><b>Location:</b> Southern California from Santa Barbara to San Diego.</p> <p><b>Grant:</b> \$2,174,196</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The program provides a 400-hour OJT internship for newly graduated RNs. The goal of the program is to provide a training opportunity for new nurses that lack practical experience in the field.</p>	<p>SELACO, a local WIB, operates across 7 cities. Their only partner and employer for the program is Kaiser Permanente SELACO manages the program and handles reporting to DOL Kaiser Permanente recruits participants and delivers training.</p>	<p><b>Target Group:</b> New nurse graduates who have their state licensure, but have had trouble finding employment due to a lack of practical experience.</p> <p><b>Enrollment Target:</b> 200</p> <p><b>Number Served:</b> 135</p>	<p>The program provides a 400-hour paid internship over a 10-week period. Participants are placed into cohorts of approximately 15 individuals. The cohorts complete a two-week (72 hour) orientation together. Participants then start their jobs at various Kaiser locations, where they complete 400 OJT hours over an estimated 10 weeks with a Kaiser preceptor on a one-to-one basis. Kaiser uses the internship as a probationary period. Successful participants maintain employment after the end of the program.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Tarrant County Local Workforce</p> <p><b>Program Name:</b> DFW Regional Aerospace Cluster Training Initiative</p> <p><b>Location:</b> Dallas and Fort Worth, TX</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The initiative aims to provide OJT placements in the aerospace and defense industry for LTU individuals, with a focus on minorities.</p>	<p>The grantee is the Tarrant County Local Workforce, the county WIB. The Dallas County and North Central Texas WIBs work closely with Tarrant County WIB to service 16 counties. The Tarrant County WIB oversees the aerospace cluster and is responsible for sustaining partnerships in the aerospace community. Other key partners include 28 employers, such as Lockheed, Bell Helicopter Textron, and Airbus. The grantee also contracts with Fort Worth Chamber of Commerce, which provides outreach, recruitment, and marketing support.</p>	<p><b>Target Group:</b> LTU, though they will also consider college grads seeking employment. Participants must be U.S. citizens or legal alien status.</p> <p><b>Enrollment Target:</b> 385</p> <p><b>Number Served:</b> 271</p>	<p>The Tarrant County Local Workforce Board places participants into company partners through a reverse referral model. Since all training is designed by the employer and conducted on-site at the employer, the mode and content of trainings vary greatly. Companies design each individual OJT and submit to the Tarrant County Workforce for approval. All training must be completed within 6 months. Participants are expected to stay on full-time with the employer after the end of training. The WIBs provide employment assistance (networking, job search, resume-writing) and referrals to other agencies for support services.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> University of Central Florida (UCF)</p> <p><b>Program Name:</b> Central Florida - STEM Training Consortium (CF-STEM)</p> <p><b>Location:</b> Orlando, FL</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> OJT and Incumbent Worker</p> <p><b>Overview:</b> CF-STEM provides four distinct STEM-focused training components in engineering and IT– subsidized internship program for the unemployed and LTU, paid internships and tuition support for undergraduate STEM majors, incumbent worker training, and management development support to CEOs of incubation-phase STEM small businesses.</p>	<p>UCF manages the overall program and administers the STEM undergraduate internship program and the management development training for CEOs of small businesses. CareerSource Central Florida (CCF), the region’s workforce investment board, oversees the STEM internship program for the unemployed and LTU. AT&amp;T, IBM, and Lockheed Martin are key employer partners for the incumbent worker training program.</p>	<p><b>Targeted Group:</b> Unemployed/LTU with STEM certification or degree; incumbent workers with BA/BA in STEM or STEM-related work experience; undergraduate students pursuing STEM-related degrees; select management at incubation-phase STEM small businesses.</p> <p><b>Enrollment Target:</b> 2,070</p> <p><b>Number Served:</b> 2,499</p>	<p>CF-STEM provides four types of STEM-focused training:</p> <ol style="list-style-type: none"> <li>1) STEM Bootcamp internships for unemployed workers and LTU include six-week full-time internships at participating employers. Program includes OJT, wage subsidies, and supplemental training to address individual skills gaps.</li> <li>2) Excel STEM Intern Program for UCF STEM undergraduates includes paid internships with limited tuition support for credit courses.</li> <li>3) STEM Management Development Program for CEOs of incubation-phase STEM small businesses include mentoring and management and sales training.</li> <li>4) Incumbent worker training at participating organizations (AT&amp;T IBM, Lockheed Martin) through classroom training and online courses. The content and structure of training vary by participating employers. The grant funds employees’ time in training matched by employers.</li> </ol>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> University of Texas at El Paso School of Nursing</p> <p><b>Program Name:</b> Successful Transition and Retention (STaR) Program</p> <p><b>Location:</b> West and Central Texas, via college campuses and clinical sites in El Paso and Austin.</p> <p><b>Grant:</b> \$3,991,800</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> STaR is a graduate residency program with a focus on helping new graduate BSN-level nurses transition into the role of professional nurse, become experts in a specialty area and prepared to serve as a preceptor and/or charge nurse.</p>	<p>The University of Texas at El Paso School of Nursing is the grantee. The Texas Tech University Health Sciences and University of Texas at Austin schools of nursing are educational partners. Together, the three universities develop simulations for training nurses before they work with real patients, and provide professors who go to hospitals to train new nurses through didactic sessions.</p> <p>Employer partners consist of a number of hospitals where the training is provided. Upper Rio Grande Workforce Solutions provides support in tracking participation.</p>	<p><b>Target Group:</b> LTU and underemployed individuals, with underemployed defined as employed in a job that does not provide responsibility and pay commensurate with nursing. All participants must have graduated from an accredited BSN program in the previous six months; have no prior registered nursing experience. Must also have a Graduate Nurse permit and commit to taking and passing the NCLEX exam within 30 days of beginning the program.</p> <p><b>Enrollment Target:</b> 416</p> <p><b>Number Served:</b> 257</p>	<p>STaR offers hands-on training, classroom training, and a support system with mentors and preceptors in the hospitals. Participation in STaR involves three stages over the course of a year. The first stage, "New Graduate Nurse Immersion," lasts ten to 13 weeks, and focuses on improving the comfort level of new graduates in a hospital setting. It is an OJT placement at the hospital, and combines OJT with classroom training once a week. The second stage, "Specialty Nurse Accelerated Program," lasts six months, and focuses on training for expertise in their clinical specialty area. The third stage, "Preceptor/Charge Nurse Program," involves 16 hours, and trains participants to be able to step into preceptor or charge nurse roles. Participants receive a Certificate of Completion at the end of the one-year program. Classroom training is held at the three universities and clinical sites and OJT at the eight hospital partners in El Paso and Austin. Peer support, soft skills training, work skills training (including work/life balance and dealing with life/death situations), and mentorship by preceptors are built into the program. After the program completes, these trainees will continue to be in contact with the support staff from the program.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> University of Texas Medical Branch (UTMB)</p> <p><b>Program Name:</b> Clinical Laboratory Initiative to Mentor Baccalaureate Students (CLIMBS)</p> <p><b>Location:</b> Galveston and Houston area, TX</p> <p><b>Grant:</b> \$4,947,159</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> UTMB’s CLIMBS program supports long-term unemployed and underemployed individuals in their pursuit of a Clinical Lab Scientist certification via tuition support, clinical preceptorships, and supportive and job placement services.</p>	<p>The University of Texas Medical Branch (UTMB) oversees the grant program. UTMB recruits students, provides tuition support for bachelor-level classroom and lab training, places participants in preceptorship positions, provides supportive services, and helps place participants in jobs upon program completion. UTMB has partnered with San Jacinto Community College and Houston Community College to aid with recruitment, and UT Tyler and UT of the Permian Basin to provide distance education and on-site lab instruction to participants outside of the Galveston and Houston, Texas areas. Memorial Hermann Healthcare Systems is a local hospital that has partnered with UTMB to provide preceptorships at their facility. Finally, UTMB has partnered with the local American Job Centers and Workforce Development Board to help with participant recruitment.</p>	<p><b>Target Group:</b> Long-term unemployed (27 weeks) or underemployed individuals and veterans. Individuals must have 62 credit hours in prerequisite science courses</p> <p><b>Enrollment Target:</b> 285</p> <p><b>Number Served:</b> 187</p>	<p>Participants complete courses to earn their national Clinical Lab Scientist (CLS) certification through one of two pathways. First, participants may enter the CLIMBS program after completing 60 credit hours in pre-requisite science courses or an AA in the field and then take 74 credit hours (2 years) of classes at UTMB, UT Tyler, or UT of the Permian Basin toward their BA/BS and a generalist CLS certification. Courses at UT Tyler and UT of the Permian Basin are via distance education in which students watch a lecture being delivered remotely; these programs also include in-person lab work on-campus. Second, individuals who already have a BA/BS can enter the CLIMBS categorical program, which allows them to obtain a CLS specialty certification (e.g., hematology, microbiology). Both pathways also include a clinical preceptorship, similar to an internship, at a partner employer. Participants in the two year pathway complete a total of four 4-week preceptorships, while participants in the categorical certification pathway complete one 4-week preceptorship. UTMB covers the cost of tuition and certification exam fees, and also provides academic advising, tutoring, mentorship, exam review courses, and the use of a laptop while enrolled in the program. The program also provides additional resources as needed, including specialized exam proctors or financial help with purchasing uniforms required by certain preceptorship employers. Most students are hired by the employer where they completed their preceptorship; however, if not hired upon completion, CLIMBS provides placement and job search assistance to participants.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> University of West Florida's (UWF) Department of Continuing Education</p> <p><b>Program Name:</b> Florida HIRE ED</p> <p><b>Location:</b> Pensacola, FL</p> <p><b>Grant:</b> \$3,945,528</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> Florida HIRE ED provides classroom training in IT and healthcare to unemployed and LTU workers.</p>	<p>UWF's Department of Continuing Education manages the grant funds and oversees the information technology training. Chipola College is a grant partner that offers IT and health science training programs. The Florida Panhandle Technical College, formerly the Washington Holmes Technical Center, is a subcontractor to Chipola that delivers healthcare and IT training. UWF also partnered with CareerSource Chipola and Okaloosa to recruit and screen participants.</p>	<p><b>Targeted Group:</b> Unemployed, underemployed, and LTU workers as well as veterans.</p> <p><b>Enrollment Target:</b> 710</p> <p><b>Number Served:</b> 512</p>	<p>UWF and Chipola offer training programs in CompTIA, Network+, Security+, and the Microsoft Systems Administration Certification (MCSA). CompTIA, Network+ and Security+ courses typically meet for three hours a day, two times a week, for 18 weeks. Online CompTIA courses become available in Fall 2014. Starting in the Fall of 2015, UWF will award three hours of transferable college credit for both CompTIA courses. Advanced participants may enter MCSA training. Successful completion of the MCSA aligns to 12-hours of transferable college credit. Chipola College and Florida Panhandle Technical College offer healthcare training programs in paramedics, CNA, and an associate degree in nursing. The grant covers the instruction, textbooks, and testing costs for each program.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Urban League of Greater Atlanta (ULGA) (previously called Urban League of Metro Atlanta)</p> <p><b>Program Name:</b> Urban League of Greater Atlanta H-1B Grant</p> <p><b>Location:</b> Southeast region, particularly metro-Atlanta</p> <p><b>Grant:</b> \$4,821,715</p> <p><b>Program Type:</b> Classroom and OJT</p> <p><b>Overview:</b> The Urban League recruits unemployed/underemployed workers with a college degree to complete an 8-month combined classroom-based training and OJT program at Ernst and Young (E&amp;Y). Upon completion of program, participants receive an industry recognized credential and begin a 12-month period as a full-time regular employee with E&amp;Y.</p>	<p>ULGA, a non-profit community based organization specializing in workforce development. ULGA administers the grant and delivers soft skills training. When the grant began, ULGA collaborated with BPM Specialists Inc. as their employer partner. BPM was purchased by E&amp;Y, and the program has continued. Clark University Atlanta (CAU) provides classes on business (industry knowledge, business acumen, etc.).</p>	<p><b>Target Group:</b> Target population consists of long-term unemployed or underemployed workers. Must have a college degree and are recruited from the Southeast region</p> <p><b>Enrollment Target:</b> 125</p> <p><b>Number Served:</b> 94</p>	<p>Participants spend 8 months as a full-time employee and trainee at E&amp;Y. The grant pays for a \$33K salary during this period. They spend first 4-5 months in training courses (technical systems training from E&amp;Y, business-related training from CAU, and soft skills from UL). The technical training is grounded in the proprietary PegaSystems software platform, a widely utilized industry standard. Trainees obtain certifications through PegaSystems. After course completion, they transition into OJT, working full-time, matched with existing employees and working on E&amp;Y accounts. Upon completion of the full 8-month program, they transition into 12 months of regular employment and are paid about \$40K for the year. Some earn more depending on qualifications. The grant does not fund any non-training services, though ULGA staff will communicate with trainees, can assist with some light-touch case management, and help navigate barriers.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Waukesha-Ozaukee-Washington Workforce Development Inc.(WDI)</p> <p><b>Program Name:</b> Training Individuals for Manufacturing Employment (TIME)</p> <p><b>Location:</b> Southeastern Wisconsin</p> <p><b>Grant:</b> \$4,972,150</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> TIME provides OJTs in the manufacturing industry for unemployed and underemployed individuals.</p>	<p>For the TIME program, WDI works with two existing industry partners--Wisconsin Precision Metalwork Council (WPMC), an industry organization with over 250 small business members, and Milwaukee-7 Manufacturing Industry Partnership (M-7 MIP) These partners were involved in identifying local hiring needs during the planning process and their members include employers that are participating in the OJTs.</p>	<p><b>Target Group:</b> Unemployed or underemployed individuals with some experience in manufacturing.</p> <p><b>Enrollment Target:</b> 840</p> <p><b>Number Served:</b>592 (As of 09/30/14)</p>	<p>TIME was designed to provide an employer-driven experience to help individuals with some background in manufacturing increase their skills. TIME participants enroll in OJTs that last an average of six weeks. Training is typically conducted by the participant's immediate supervisor at the employer site; there is no group or classroom training. Each participant has a contract and a training plan to identify skills and skill gaps that will be learned through OJT. An Employer Relations Specialist (ERS) from TIME works hand in hand with the employer to develop the training plan. The plans are fairly similar from person to person, but are customized to a degree based on the job responsibilities and the background of the employee. Employers of different sizes receive varying levels of reimbursement for the OJT: small businesses with 50 or fewer employees receive 90 percent wage reimbursements, businesses with 51-250 employees receive 75 percent, and businesses with 250 or more employees receive 50 percent.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> West Los Angeles College</p> <p><b>Program Name:</b> Bridging Emerging Advanced Technology (BEAT)</p> <p><b>Location:</b> Los Angeles County, CA</p> <p><b>Grant:</b> \$4,999,714</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> BEAT provides classroom training for cohorts of long-term unemployed and veterans with experience in the IT sector, as well as training for incumbent workers in the IT and Advanced Manufacturing sectors.</p>	<p>West Los Angeles College manages the LTU and Veterans program, and provide the classroom training. Two Workforce Investment Board partners – South Bay WIB and PVJOBS – help identify participants and help place them in jobs at the end of the training. On the incumbent worker side, employer partners AT&amp;T, Lockheed Martin, Northrop Grumman, and WellPoint provide training in house.</p>	<p><b>Target Group:</b> LTU and Veterans with experience in the IT industry and working knowledge of computers. Participants must be at least 18+, and they are assessed for existing knowledge and interest in computers. The incumbent worker program supports training of the employees of AT&amp;T, Lockheed Martin, Northrop Grumman, and WellPoint.</p> <p><b>Enrollment Target:</b> 3,490</p> <p><b>Number Served:</b> 9,457</p>	<p>BEAT's LTU and Veterans program provides training leading to certification and industry-recognized credentials in the IT industry. Training is offered on a cohort basis, with each cohort going through multiple classes. The number of classes and topics covered has differed by cohort. As one example, the early 2014 cohort involved two six-week classes focused on Cisco network-related certifications. The programs are based on courses the college already provides, but are condensed into a more intensive program for participants. Support services and job search assistance are provided through Workforce Investment Board partners. Other funding covers the cost of books and transportation assistance for participants.</p> <p>The incumbent worker program provides funding for training for internal certifications at four employers: AT&amp;T, Lockheed Martin, Northrop Grumman, and WellPoint. Training is offered in-house, and is meant to help employees keep pace with the changing technologies in their sectors. Trainings are defined by the employer, and have included trainings on specific technologies, new equipment, network planning, and different engineering topics. Trainings can last from several hours to several days.</p>



## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> WestEd</p> <p><b>Program Name:</b> TechSF</p> <p><b>Location:</b> San Francisco Bay Area, CA</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom and Incumbent Worker</p> <p><b>Overview:</b> TechSF is an IT initiative that provides education and training to unemployed individuals, and supports training for incumbent workers, in IT occupations.</p>	<p>TechSF is led by WestEd, the lead grantee, through a partnership with the City of San Francisco's Office of Economic and Workforce Development (OEWD), City College of San Francisco, and their employer partners IBM and AT&amp;T. City College and three contracted community-based organization (CBO) partners, Year Up Bay Area, Bay Area Video Coalition, and Bayview Hunter's Point Center for the Arts provide the training. On the incumbent worker side, employer partners IBM and AT&amp;T provide training in-house.</p>	<p><b>Target Group:</b> Unemployed workers, including LTU. Must be at least 18 + and have a high school diploma or GED. The incumbent worker program supports training of the employees of AT&amp;T and IBM.</p> <p><b>Enrollment Target:</b> 1,830</p> <p><b>Number Served:</b> 1,519</p>	<p>The unemployed worker program provides training in IT occupations. Participants take classes at City College or one of the three CBO partners. Students at City College receive a certificate and credit that can contribute to a degree. These classes are typically a semester long. Training at the CBOs typically varies from 2-6 months. Examples of training options include network systems, network security, graphic design, video productions, Ruby, and HTML. The program co-enrolls participants into WIA as needed, for workforce services like job counseling, job search assistance, transportation assistance, and other wraparound services. Workers entering training with one of the three CBOs are co-enrolled with those organizations and receive services offered by their programs.</p> <p>The incumbent worker program provides funding for training for IBM and AT&amp;T employees to add to their technical skills. The employers identify training topics to address skills gap in their workforce. Training workshops and classes have ranged in length from one day to up to eight weeks.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Westmoreland-Fayette Workforce Investment Board</p> <p><b>Program Name:</b> Reengineering Careers</p> <p><b>Location:</b> Southwest PA</p> <p><b>Grant:</b> \$ 3,302,460</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The program pairs eligible candidates with employers in the manufacturing industry for 6-month OJTs in occupations such as quality assurance specialists, mechanical/electrical/sales engineers, or machinists with the ability to ladder into plant managers or supervisory positions. Participants are also eligible to receive 3<sup>rd</sup> party training before transitioning into unsubsidized employment.</p>	<p>The Westmoreland-Fayette Workforce Investment Board is the grantee. New Century Careers (NCC) recruits applicants and employers, helps companies develop their OJT curricula, arranges for reimbursement through the WIB, monitors the training, and collects/reports program data. Another partner organization – the Private Industry Council – conducts assessments of eligible candidates to identify baseline knowledge, skills and ability gaps that will inform the training plan. American Job Centers (AJCs) and employers refer potential candidates.</p>	<p><b>Target Group:</b> Unemployed or underemployed with a technical background (either a degree or prior experience in manufacturing) Interested individuals are screened through a brief interview and resume review.</p> <p><b>Enrollment Target:</b> 800</p> <p><b>Number Served:</b> 208</p>	<p>Participants spend up to 6 months in an OJT completing an individualized training plan that targets identified skill gaps. The grant funds 50 percent of the participant’s base wages, up to \$20.20/hour for 1040 hours (wage subsidy is \$10.10/hour). In addition to the OJT, the training plan may include and cover up to \$5,000 for third party training courses. Participating employers are expected to hire participants upon completion of the OJT (i.e., transition them to unsubsidized employees). A NCC representative maintains in-person contact with trainees to provide career coaching and monitor the progress throughout the training plan.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Worker Education &amp; Resource Center (WERC)</p> <p><b>Program Name:</b> BSN to NP</p> <p><b>Location:</b> Los Angeles County, CA</p> <p><b>Grant:</b> \$1,035,553</p> <p><b>Program Type:</b> Incumbent Worker</p> <p><b>Overview:</b> The program is designed to provide LA County DHS an opportunity to upskill 20 incumbent workers with a goal of increasing staffing of primary care providers, reducing patient wait times and improving patient experiences and clinical outcomes.</p>	<p>The Worker Education &amp; Resource Center (WERC) is a workforce development nonprofit. Structured as a “labor management partnership,” key partners include LA County Department of Health Services (DHS), the employer partner, and Charles R Drew University, a private HBCU offering education in health professions for underserved communities.</p>	<p><b>Target Group:</b> Full-time BSN incumbent workers at LA County DHS. Participants must have had a 3.0 GPA, 5 years of experience in the clinical area, good job performance, good attendance records, and 3 letters of recommendation.</p> <p><b>Enrollment Target:</b> 60</p> <p><b>Number Served:</b> 20</p>	<p>BSN to NP offered 20 participants a 4-semester, accelerated MS in nursing program at Drew University leading to a Nurse Practitioner (NP) certification. Participants attend classes during one weekend per month for 4 months in each of 4 semesters (earning a total of 45 credit hours). In addition, participants complete 645 hours of clinical work at DHS outside of their job responsibilities (60 hours in semester 1; 180 hours in semesters 2 and 3, under the supervision of a preceptor; and a 225-hour practicum in a specialty). Participants continue working full-time during the program. The program offers tutoring during the initial semester. DHS provides an employer match of 19 hours per month for participants to work on clinical requirements.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Workforce Alliance of South Central Kansas, Inc.</p> <p><b>Program Name:</b> Kansas Engineering Excellence Project (KEEP)</p> <p><b>Location:</b> South Central Kansas</p> <p><b>Grant:</b> \$5,000,000</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The Workforce Alliance of South Central Kansas' Project KEEP supports long-term unemployed individuals in their pursuit of a post-secondary degree in engineering via tuition support, internships, and supportive and job placement services.</p>	<p>The Workforce Alliance of South Central Kansas, a local workforce investment board, oversees the grant and is responsible for program recruitment. They have partnered with Wichita State University (WSU), College of Engineering, which provides graduate-level classroom training for engineering students and WSU's National Institute for Aviation Research (NIAR), which provides applied and research internships. Local employers, like Cessna and Airbus, serve on KEEP's advisory panel and some provide internships for program participants.</p>	<p><b>Target Group:</b> Long-term unemployed individuals, women and minorities, looking to start or complete a post-secondary degree in engineering from WSU's College of Engineering</p> <p><b>Enrollment Target:</b> 100</p> <p><b>Number Served:</b> 135</p>	<p>Project KEEP supports long-term unemployed or underemployed individuals, women and minorities looking to start or complete a post-secondary degree in engineering at the bachelor's, master's, or doctoral levels through WSU, College of Engineering. KEEP participants receive tuition support and career counseling while working toward their engineering degrees, particularly BS or MS degrees in mechanical, industrial, or aerospace engineering. In addition, KEEP places participants in semester or year-long internships, including at NIAR and other local employers, and then funds participants' wages during those placements (\$10/hour for BS students, \$12/hour for MS students, and \$19/hour for PhD students on campus at WSU, or market rate for off-campus employers). KEEP also provides resources as needed, including daycare and transportation vouchers; emergency house, utility, or medical payments; eyeglass purchases; and car repairs. Finally, KEEP sponsors job fairs and helps participants with job placement services upon completion of the program.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Workforce Alliance, Inc.,</p> <p><b>Program Name:</b> South Central and Eastern Connecticut STEM OJT Initiative</p> <p><b>Location:</b> South Central and Eastern Connecticut STEM OJT Initiative</p> <p><b>Grant:</b> \$4,970,000</p> <p><b>Program Type:</b> OJT</p> <p><b>Overview:</b> The South Central and Eastern CT STEM OJT Initiative is an OJT program that targets three STEM fields – IT, engineering, and advanced manufacturing.</p>	<p>Workforce Alliance, Inc., is the local Workforce Investment Board. Among their key partners are local chambers of commerce, which help with outreach to potential participants and employers; Housatonic Community College and Gateway Community College, who recruit on site and conduct intake and enrollment; CT Innovations, an organization that provides seed money to new companies, which has helped the program connect to small and growing businesses; Eastern Workforce Investment Board, which helps the program connect with businesses and provides the OJT developers; and social/community organizations such as Rotary Clubs and Elks Clubs, which have provided a helpful alternative approach for connecting with employers.</p>	<p><b>Target Group:</b> The primary target population is LTU and underemployed with skills and interest within the three STEM fields covered. The program also has about 25% of available positions for recent graduates, ex-offenders, veterans, women, and minorities. Participants must have a high school diploma or GED, and there may be other requirements depending on position.</p> <p><b>Enrollment Target:</b> 361</p> <p><b>Number Served:</b> 489</p>	<p>The South Central and Eastern Connecticut STEM OJT Initiative offers OJT placements in three STEM fields: IT, engineering, and advanced manufacturing. OJTs are conducted at the worksite and average 16 to 18 weeks. The grant reimburses 75% of the salary for companies of 50 employees or less, and 50% of the salary for larger companies. Workforce Alliance has focused on finding smaller, growing businesses to host OJTs. Companies fill out a training plan that is specific for each individual potential hire. The program provides career counseling, academic counseling and up to \$500 for transportation and child care on an as-needed basis.</p>

**Exhibit B-1: TST Grant Program Summaries**

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> The Workplace, Inc (TWP)</p> <p><b>Program Name:</b> The Southwestern CT Health Career Academy</p> <p><b>Location:</b> SW Connecticut</p> <p><b>Grant:</b> \$4,936,845</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The Southwestern CT Health Career Academy assists individuals looking to enter or advance within the healthcare industry through short-term training for occupations such as a pharmacy technician and longer-term training for occupations like a Registered Nurse. The program brings together diverse cohorts of participants who may complete soft skills, remedial/basic education, occupational training, and an internship.</p>	<p>TWP, the WIB for the SW CT region, is responsible for program administration and grant management. They procure training, hire sub-contractors to deliver support services, and recruit employers for internship opportunities. Key partners include local area hospitals, like Griffin and Bridgeport, which advise TWP on the overall framework for the program and on the changing healthcare industry. The CT community college system provides skills training and the Samford Clinical Services and The Morisson Group both offer foundational skills training.</p>	<p><b>Target Group:</b> Long-term unemployed or underemployed. To be eligible, participants must have a GED/HS diploma and score at least 210 on English and math sections of the CASAS. To be eligible for occupational skills training, participants must score at least 236 on the CASAS</p> <p><b>Enrollment Target:</b> 500</p> <p><b>Number Served:</b> 341</p>	<p>As part of the Southwestern CT Health Career Academy, cohorts of 12 to 15 participants begin with a 7-day foundation skills workshop, which emphasizes soft skills, job readiness, punctuality, workplace routines, goal setting, and action planning. After the workshop, next steps are tailored for each participant by a workforce specialist who assists with career planning and initial case management. Some complete contextualized remedial/basic education courses. For those who enter occupational training, the program generally pays \$5,000-7,000 for tuition for each participant. Funds for supportive services vary depending on needs of the student. Case managers follow-up with students at a minimum of once per month. Coaching services facilitate goal setting and goal attainment, recognizing that participants have to overcome individual barriers. Mentoring services connect participants with employers and community members who have experience in the industry. Finally, internships are available for 7 weeks, the last six which are subsidized, up to 120 hours, at about \$20/hr.</p>

## Exhibit B-1: TST Grant Program Summaries

Grant Overview	Partnership Structure	Target Group and Enrollment Numbers	Program Design and Services
<p><b>Grantee:</b> Wyoming Department of Workforce Services</p> <p><b>Program Name:</b> The Wyoming Healthcare Solutions Project</p> <p><b>Location:</b> Wyoming</p> <p><b>Grant:</b> \$4,991,839</p> <p><b>Program Type:</b> Classroom</p> <p><b>Overview:</b> The Wyoming Healthcare Solutions Project provides training in healthcare occupations including healthcare IT students, veterans, unemployed, underemployed and dislocated workers. Program includes education, training, case management, and job placement services.</p>	<p>Wyoming Department of Workforce Services, provides fiscal and administrative oversight of the grant Through the request for proposal process, four subrecipients (community colleges) directly provide the education, training and case management and job placement assistance referrals Casper College, Central Wyoming College (CWC), Laramie County Community College (LCCC) and Northern Wyoming Community College District offer associate degrees and certifications to participants in healthcare occupations. LCCC was approved to offer certifications in Petroleum Pump Process Technology and Computer Operations including web design and data management.</p>	<p><b>Targeted Group:</b> All subrecipients target the unemployed, underemployed, veterans, dislocated workers and, specifically, CWC has a large Native American population.</p> <p><b>Enrollment Target:</b> 1,410</p> <p><b>Number Served:</b> 987</p>	<p>Wyoming Healthcare Solutions Project offers training tracks at community colleges both of which include success coaches who provide case management, college/training guidance, and job placement assistance:</p> <ul style="list-style-type: none"> <li>• Central Wyoming College has two campuses that offer career pathways in allied health, patient care, and healthcare information technology/medical administration.</li> <li>• Northern Wyoming Community College: Sheridan College offers RN and LPN training.</li> <li>• Casper College offers certifications in intravenous therapy, certified medical assistants, dental assistants, registered nurse refresher, and medical billing and coding processes.</li> <li>• LCCC offers degrees and certifications for registered nurses, radiography, sonography, human services, dental, petroleum pump process technology, computer technologies, certified medical assistants, medical billing and coding, and nurse educator.</li> </ul>

Sources: Authors' tabulations of data from phone interviews conducted with TST grantees and DOL TST program data through December 31, 2014.

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## Endnotes

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- <sup>1</sup> Harry Holzer and Robert Lerman, *America's Forgotten Middle-Skill Jobs: Education and Training Requirements in the Next Decade and Beyond* (Washington, DC: Workforce Alliance, 2007).
- <sup>2</sup> General Accountability Office, *High Skill Training: Grants from H-1B Visa Fees Meet Specific Workforce Needs, but at Varying Skill Levels* (Washington, DC, 2002).
- <sup>3</sup> Harry Holzer and Robert Lerman, *America's Forgotten Middle-Skill Jobs: Education and Training Requirements in the Next Decade and Beyond* (Washington, DC: Workforce Alliance, 2007).
- <sup>4</sup> General Accountability Office, *High Skill Training: Grants from H-1B Visa Fees Meet Specific Workforce Needs, but at Varying Skill Levels* (Washington, DC, 2002).
- <sup>5</sup> A total of 79 TST grants were announced, but three were discontinued before the conclusion of the grant program.
- <sup>6</sup> Immigration Act of 1990, Pub. L. No. 101-649, § 205, 104 Stat. 4978, 5019-22 (codified at 8 U.S.C. § 1101(a)(15)(H)(i)(b)).
- <sup>7</sup> The educational requirement is waived for individuals of exceptional ability.
- <sup>8</sup> U.S. Department of Homeland Security, U.S. Citizen's and Immigration Services, "Characteristics of H-1B Specialty Occupation Workers," *Fiscal Year 2012 Annual Report to Congress* (Washington, DC, 2013).
- <sup>9</sup> Ibid.
- <sup>10</sup> While 79 total grants were announced, three grants were discontinued before the conclusion of the grant program.
- <sup>11</sup> Worksystems, Inc. is the primary operator of two TST grants, one for which it is the grantee and one for which Oregon Manufacturing Extension Partnership is the grantee and Worksystems, Inc. is a subcontractor. See Appendix B.
- <sup>12</sup> While the data is characterized as covering the period through December 2014, performance data for four of the 76 grants was available only through September 30, 2014. For those four grants, September performance data is reported. For all other grants, December performance data is reported.
- <sup>13</sup> U.S. Department of Labor Employment and Training Administration, Notice of Availability of Funds and Solicitation for Grant Applications for H-1B Technical Skills Training Grants (May 2, 2011). Retrieved from [http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13\\_Final\\_H-1BSGA.pdf](http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13_Final_H-1BSGA.pdf)
- <sup>14</sup> Classroom training provided as part of a predominantly incumbent worker training or OJT program is not included in this count.
- <sup>15</sup> The "other" category includes construction, public relations/social media, architecture, and the chemical industry.
- <sup>16</sup> The "other" category includes a for-profit company and a nonprofit research and development agency.
- <sup>17</sup> These are organizations that have partnered with the lead agency to support the TST grant initiative. The lead agencies' organization types are not included in these totals, and are reported separately in Exhibit 2-5.
- <sup>18</sup> The "other" category includes nonprofit healthcare providers, private companies, public/private partnership organizations, proprietary schools, high schools, research facilities, and churches.
- <sup>19</sup> The "other" category includes certificate in natural gas, chemical technician and industrial maintenance certificates, and LEED green associate credential.
- <sup>20</sup> Martin Simon, *Investing Public Resources to Support Incumbent Worker Training* (Washington, DC: National Governors Association, 1997).
- <sup>21</sup> Amanda Ahlstrand, Laurie Bassi, and Daniel McMurrer, *Workplace Education for Low-Wage Workers* (Kalamazoo MI: W.E. Upjohn Institute for Employment Research, 2003).
- <sup>22</sup> Because some grantees have more than one incumbent worker training program some use more than one approach.
- <sup>23</sup> The other category includes a certificate in architecture.
- <sup>24</sup> These criteria are established by the Office of Apprenticeship at DOL, which, together with independent state apprenticeship agencies, administers the registered apprenticeship program nationally.



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- 25 U.S. Department of Labor Employment and Training Administration, Notice of Availability of Funds and Solicitation for Grant Applications for H-1B Technical Skills Training Grants (May 2, 2011). Retrieved from [http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13\\_Final\\_H-1BSGA.pdf](http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13_Final_H-1BSGA.pdf)
- 26 Larry Orr, Howard Bloom, Stephen Bell, Fred Doolittle, Winston Lin, and George Cave, *Does Training for the Disadvantaged Work? Evidence from the National JTPA Study* (Washington, DC: Urban Institute Press, 1996).
- 27 Dan Bloom, *Transitional Jobs: Background, Program Models, and Evaluation Evidence* (New York, NY: MDRC, 2010).
- 28 U.S. Department of Labor Employment and Training Administration, Notice of Availability of Funds and Solicitation for Grant Applications for H-1B Technical Skills Training Grants (May 2, 2011). Retrieved from [http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13\\_Final\\_H-1BSGA.pdf](http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-13_Final_H-1BSGA.pdf)
- 29 Performance data from WDI for the December 2014 reporting period was not available.
- 30 Worksystems Inc. works with three WIBs in two states to implement the grant. The reimbursement structure was at the discretion of the local WIBs, resulting in different funding caps.
- 31 Dan Bloom, *Testing the Next Generation of Employment Programs*, OPRE Report 2015-58 (Washington, DC: Office of Planning Research and Administration, Administration for Children and Families, U.S. Department of Health and Human Services, 2015). Retrieved from [http://www.mdrc.org/sites/default/files/ETJD-STED\\_ShortReport%202015.pdf](http://www.mdrc.org/sites/default/files/ETJD-STED_ShortReport%202015.pdf)
- 32 To become a member of Automation Alley, employers must complete an online application that includes a description of the industry and products, number of employees within Southeast Michigan and must select a membership level which varies from Bronze (\$350) to Foundation (\$17,500). Automation Alley membership also includes tiered categories; Tier 5 (1-10 employees) through Tier 1 (multinational corporations).
- 33 Clackamas is not a partner in MISTI.
- 34 Several changes were made to REACH IT after the time of the phone interviews. Business control systems ceased its involvement in the grant. The grant added online IT classes and phased out online health IT classes.
- 35 The Employment and Training Administration approved Colorado's grant modification request (effective March 27, 2015) to expand the targeted industries to include healthcare and social assistance, and waste management and remediation.
- 36 Several changes were made to ITAM Advanced Skills to Careers Sectoral Project after the time of the phone interviews. Additional business partners New Oak, Esign Bickford, and Global Knowledge were added through a small pool of funds the grantee held in reserve. The University of Connecticut no longer offers web tech/web design.
- 37 Several changes were made to upSKILL after the time of the phone interviews. Hudson Community College is no longer a partner on the grant. Job Search Boot Camps, a weekly participant newsletter, on-site interview sessions with employers, and job development assistance are provided to the unemployed to augment other services from workforce development partners.
- 38 One change was made to ODJFS after the time of the phone interviews. The Chemical Operator program expanded into the Central Ohio area due to employer demand.
- 39 One change was made to Oklahoma Greenovation after the time of the phone interviews. As of March 2015, Oklahoma Greenovation had 107 employer partners across the state.
- 40 One change was made to Homegrown Healthcare after the time of the phone interviews. The number of employer partners is 20.