Gates Foundation Report

"Accessing Resources to Support Energy Career Pathways"

Regionerate

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Introduction

Technical assistance for this project included two phases. First, we researched existing federal and state funding streams within each of the target states for assessment, education, training, work-study, and support services for grant participants. These aspects are summarized in the attached matrices. Secondly, in a series of meetings with Federal partners and Foundations, we explored potential areas of funding support and assessed an ability to leverage deliverables from prior grants. Existing relationships with Federal agencies, workforce boards, trade associations, and national and community foundations were coalesced in an attempt to explore potential funding support for the Gates Foundation Career Pathways Project Plan. The Technical Assistance (TA) provider scanned and mapped opportunities to support key issue areas and provided network-building and funder-to-funder matching.

Collaboration among stakeholders and focused attention on identifying funding from public-private partnerships is critical to sustaining the Gates Foundation supported career pathways strategies. The gap analysis of funding requirements involves assessing what federal, state, regional and partner resources can be leveraged and directed to fill the gaps. Building a competitive workforce through career pathways requires trusting relationships and clear lines of communication among public and private partners. Multiple funders are required to support entry into and advancement along a sequenced career pathway. The education, workforce, social service agencies, and foundations need to consider how to align resources with the needs of employer partners in order to recruit, assess, counsel and place trainees and students, and deliver necessary support service to help maximize success rates.

Sustaining competitive workforce and career pathways strategies requires a foundational support network and the ability to seek out and leverage new resources. The TA for the assessment phase of the GIE Career Pathways project focused on identifying federal and state resources to support goals of the project. Education, public workforce system, private foundations, industry organizations, and community-based programs provide resources and investments in our pilot regions. The sustainability plan includes streamlining efforts and aligning resources with other compatible investments in the respective states and regions. As one can ascertain from this report, the energy-focused sector investments by the U.S. Department of Labor - Employment and Training Administration (ETA) are significant. The challenge remains to leverage those grant deliverables that have been successful and can be replicated and sustained in other areas. Foundations are also providing philanthropic resources for projects and efforts that are transformative in nature. The TA dialogues with funders about prospective grantees and partnerships to support GIE Career Pathways has enabled us to better address issues of funding key gap areas, such as the support services and “earn while you learn”

initiatives. Funder collaboration falls into one of two areas: issue-based or place-based collaboration. TA in phase two of this project should focus on facilitating shared learning, developing best practices, and responding to a set of opportunities and challenges facing a particular region.

Department of Labor

The first meeting was with a team from the Business Relations Group (BRG) in the ETA at the U.S. Department of Labor in Washington, D.C. The ETA administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems. The mission of the ETA is to contribute to the more efficient functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services through state and local workforce development systems. Specific ETA programs and initiatives include: (1) One-Stop Career Centers; (2) Adult and Dislocated Workers; (3) Wagner-Peyser Funding Stream; (4) High-Growth Job Training Initiative; (5) Community-Based Job Training Grants; (6) Registered Apprenticeship; (7) Disability Program Navigator; and (8) Youth Service.

Charles Cox (liaison for the energy industry of DOL-ETA) and Jen Troke (Director of Industry Leads for DOL-ETA) met with Linda Fowler and Ann Randazzo from the CEWD project team. DOL shared with us ETA's energy investments, which included: High Growth Industry Grants, Community Based Job Training Grants, and Workforce in Regional Economic Development (WIRED) Grants. These ETA investments offer Gates Pilot Regions access curricula and models for building energy career pathways.

High Growth Job Training Initiatives (HGJTI)

Currently active and particularly relevant DOL-ETA High-Growth Industry Grants include:

1. University of Missouri – Columbia "Establishment of the National Nuclear Energy Technology Workforce Center" (Missouri)

A $2.3 million grant to The University of Missouri will establish the Center of Excellence for Radiation Protection Technology Education and Training; locations will include Missouri, Virginia, California, Arizona, and Texas. The Center will develop and disseminate a two-year Associate of Applied Science Degree in Nuclear Technology program. It is anticipated that nuclear power plants and national laboratories will hire graduates of this program. This degree program will contribute significantly to meeting the energy industry's workforce needs for radiation protection technicians and help ensure that the demand for qualified, skilled workers is met throughout the United States.

2. College of Southern Maryland - "High Growth Job Training Initiative Grants for the Energy Industry and Construction and Skilled Trades in the Energy Industry" (Maryland)

A $1 million grant to The College of Southern Maryland will pursue the following objectives and activities to address the workforce challenges: (1) increase the number of applicants for energy-related construction jobs through comprehensive outreach, recruitment and assessment strategies; (2) build regional capacity to train and sustain a skilled construction workforce; and (3) facilitate long-term sustainability of Center for Energy Education in Maryland/Construction Institute programs and services.

3. Ivy Tech Community College of Indiana - "Energy Industry Training Program" (Indiana)

A $1 million grant to Ivy Tech Community College will implement a comprehensive, sustainable strategy for meeting the workforce needs of Indiana's energy industry. Their approach will focus on the jobs, sectors, and regions that are currently experiencing high demand. Ivy Tech will develop distance-learning tools for energy curricula and deliver the courses statewide. Ivy Tech will also enroll incumbent energy workers in its existing Management Supervisor Institute (MSI); certificate programs designed to promote career advancement represents one endpoint of this effort.

4. Northern Wyoming Community College District - "The Associate of Science Degree in Mining Technology (ASMT) project" (Wyoming)

A $1 million grant to The Northern Wyoming Community College District, in partnership with Pennsylvania State University, will increase the capacity of regional colleges to prepare workers for careers. The ASMT program will include courses that: (1) are already in use in the NWCCD; (2) can be transported from Penn State without changes; (3) are adapted from Penn State courses; and (4) address surface mining and curriculum gaps for skills identified by local employers. All courses will be converted into the Worldwide Instructional Design System (WIDS) to facilitate online delivery, block scheduling and transportability to other institutions.

5. Louisiana Technical College (LTC) - "Energy Infusion for Today and Tomorrow's High Growth Jobs" (Louisiana)

A $1.1 million grant to Louisiana Technical College for outreach and pipeline development activities will be implemented to attract new talent to the industry. New energy technology training programs will be implemented to build the capacity of regional colleges. Capacity building will consist of a virtual oil platform tool and training equipment for solar energy. The project will use curricula designed by Walla Walla Community College (Washington State). Through this program, students will earn Energy Systems Technology Certificates in air conditioning/refrigeration, mechanical, and electrical. Solar power training will be built into the electrical curriculum to train students for careers in Louisiana's growing solar industry. Due to tremendous need for welders in the region, a mobile welding lab will provide job-site training for current workers and train prisoners who are soon to be released.

6. Minnesota State Colleges and Universities - "The Minnesota Training Partnership for a Sustainable Energy Economy" (Minnesota)

A $1 million grant to Minnesota State Colleges and Universities will create training and education programs that lead to career opportunities for regional workers. This will be accomplished by: (1) developing core curricula leading to AAS degrees; (2) developing and delivering customized training modules; (3) providing professional development for instructors; (4) creating certificate-granting programs in ethanol, biodiesel, wind, and solar technology; (5) developing two hands-on high school modules; and (6) developing and maintaining an energy careers website and other marketing initiatives.

7. Lakeshore Technical College - "The NEW energy project" (Wisconsin)

A $1 million grant to Lakeshore Technical College, will address the challenge through a four-part strategy: (1) provide comprehensive career awareness and outreach to increase enrollments and graduations from associate degree programs at partnering technical colleges;

(2) provide support for Lakeshore Technical College's newly modified Nuclear Technology associate degree program; (3) develop a General Utility Technology Associate of Applied Science degree program; and (4) offer skill development opportunities for incumbent workers.

8. Gateway Community and Technical College - "The Gateway to Energy Careers Project" (Kentucky)

This $400,000 grant provides a solution to the workforce needs of the region's energy industry sector through the development of a career lattice with multiple credential options and entry points. This program will address Kentucky's energy challenges through: (1) an aggressive, integrated marketing plan targeting secondary school students, dislocated workers, women and minorities, veterans, and other untapped pools of labor; and (2) the development of the organizational and physical infrastructure necessary to implement a lineman training facility modeled after industry and similar successful programs.

9. Worknet Pinellas, Inc. "The CLEAN (Certification, Licensing and Education of Apprentices for the Nuclear Energy Industry) Energy Program" (Florida)

This $1 million grant will create a pipeline of skilled workers for the nuclear energy industry. CLEAN Energy is modeled after a successful program developed by the Pipefitters Training Fund Local Union 597 (Chicago) in which more than 200 welders are being trained each year. This training consists of a 16-week, full-time hybrid-welding program that includes an accelerated apprenticeship track that promotes students with higher skill levels up the program ladder. In conjunction with the Plumbers & Pipefitters Local Union 123, the region proposes to replicate the hybrid-welding program in three training locations. These locations were strategically selected to reach potential participants, including: (1) Plumbers & Pipefitters Apprentice Training Center in Hillsborough County; (2) Pinellas Technical Education Centers in Pinellas County; and (3) Withlacoochee Technical Institute in Citrus County.

10. Key Training Corporation - "Electrical Lineworker Program" (Texas, Oklahoma, New Mexico, Louisiana, and Arkansas)

This $1 million grant to Northwest Lineman College (NLC) will establish a Northwest Lineman College Texas branch campus to provide at least 150 new workers. Utility and construction companies in the region (TX, OK, NM, CO, LA, and AR) will recruit individuals for this program. Many Texas companies currently recruit from NLC campuses in Idaho and California. Incumbent lineworkers will earn DOL-recognized Lineworkers Journeyman Certification through the Lineworker Certification Program (LCP). Customized training will also be offered through the college's Utility Training Services (UTS) Group.

11. Georgia Department of Technical and Adult Education - "Engaged Networking Energy Regional Georgia Education Initiative" (Georgia)

This $1 million grant to Georgia Department of Technical and Adult Education will establish a comprehensive State Energy Training and Education Center. This center will create a statewide energy education network to train and employ skilled workers for the entire industry. Specifically, the program will: (1) promote energy career awareness and opportunities; (2) enhance and increase the capacity of 23 existing energy programs at nine regional technical colleges; (3) create distance-learning energy course; and (4) implement guaranteed pre-interviews with employers for trainees and students.

12. Center for Energy Workforce Development - "Get Into Energy" (National)

This $100,000 grant to The Center for Energy Workforce Development and its partners created a website that provided information on the industry; in addition, information was provided pertaining to career opportunities, skill requirements, and methods to access training. The website also served as a delivery mechanism for educational content. Educators (or parents) gained access to lesson plans and tools for communicating opportunities in the energy industry to students. The key components of the Get Into Energy site include: (1) a career assessment tool; (2) a competencies and skills tool; (3) a salary comparison tool; (4) a training and job locator function using Google Earth technology; and (5) a utilities lineman career profile video that served as a model for videos on additional occupations.

Community-Based Job Training Grants (CBJTG): Active Investments

Currently active and particularly relevant CBJTG Investments include:

1. Idaho State University - Energy Systems Technology and Education Center (Idaho)

A $2 million grant will create the Energy Systems Technology and Education Center (ESTEC) for the specific purpose of training engineering technicians. Graduates of the Center will be trained in industrial applications across all electrical generation sources including fossil, nuclear, and renewables. The Center will have both an instructional focus and an industrial focus. The industrial focus will be placed upon applied industrial research and increasing ties to utilities and energy product vendors to develop, demonstrate, test, and validate their products.

2. Casper College - Training Power Plant Operators (Wyoming)

This $1 million grant will train power plant operation and maintenance personnel to gain resources to manage a variety of critical situations they may face on the job. This project will: (1) improve plant performance and reliability; (2) address the shortage of operators as the workforce ages and retires; and (3) give workers the opportunity to advance up the career ladder from auxiliary operator to control room operator and eventually to management opportunities. The partnership has identified four areas of capacity constraints, including: (1) facility modification; (2) faculty; (3) curriculum; and (4) equipment needs. Forty-five people will be trained over the project period, with participants receiving an Associate of Applied Science degree.

3. Trinidad State Junior College - Energy Production and Industrial Construction (Colorado)

This $1.5 million grant will develop a regional occupational training and employment resource program for welders, diesel mechanics, and heavy equipment operators in the energy and construction industry. An advisory committee will be formed to develop a customized certificate program and to invest in program infrastructure, including instructors and equipment. Overall, 250 individuals will be trained; furthermore, 120 trained industry professionals will gain employment in the energy production or industrial construction industry through this grant.

4. Central Virginia Community College - Nuclear Technologies Enhancement Project (Virginia)

This $1.2 million grant will develop a project involving eight strategies in nuclear technology, including: (1) expanding the existing partnership between CVCC and AREVA; (2) conducting outreach using an educational pipeline, extending from middle school through industrial employment and a career ladder; (3) profiling using WorkKeys assessments and the COMPASS placement test; (4) professional development for industry and college staff to qualify additional faculty for the non-destructive examination program and all faculty to develop and implement the radiation protection curriculum; (5) curriculum development for four new courses for the radiation protection curriculum; (6) laboratory implementation for two new laboratories at the community college and two public school systems radiation protection laboratories; (7) enrollment of participants in the Associate's of Applied Science degree in nuclear support technologies program; and (8) dissemination of the deliverables and outcomes of the Nuclear Technologies Enhancement Project in a solution-based model.

5. Middlesex Community College - Energy Utility Technology Program (Massachusetts)

This $1.9 million grant will develop career ladder certificate and associate degree programs in Energy Utility Technology (EUT) via collaboration with National Grid (NG). The certificate will prepare workers to fill critical entry-level line worker (overhead and underground), meter worker, and substation maintenance worker positions. The certificate leads to an associate degree that prepares students to become Junior Engineer/Operations Design Technicians.

6. Central Piedmont Community College - Carolinas Center for Non-Destructive Examination Technology Training (North Carolina)

This $800,000 grant to Central Piedmont Community College will address demands in the energy industry for Non-Destructive Evaluation (NDE) Level 2 technicians by creating the NDE Center. Strategies include: (1) adding NDE expert faculty to develop coursework; (2) developing and implementing a regional high school recruitment and retention model; and (3) equipping a state-of-the-art training lab. Partners will share information with regional secondary institutions and four-year colleges and universities.

7. Mitchell Technical Institute - Mitchell Technical Institute (South Dakota)

This $2 million grant to Mitchell Technical Institute will be used to expand existing and proven programs in Power Line Construction and Maintenance, and Propane and Natural Gas production. This initiative will also add a new program to address the needs of the wind generation sector. Investments will be made in new training equipment, educational facilities, and additional faculty to implement this plan. Further, MTI and its partners will initiate an outreach program aimed at disadvantaged and Native American populations in the K-12 education system to raise awareness of energy-related careers.

8. Salem Community College - Nuclear Energy Technology (NET) and Sustainable Energy Technology (SET) Programs (New Jersey)

A $1.7 million grant to Salem Community College will establish the Nuclear Energy Technology (NET) Program and the Sustainable Energy Technology (SET) Program. NET graduates will receive an associate degree, and receive training on nuclear power plant instrumentation and control maintenance. Salem Community College will lead the development of the program and PSEG Power will provide facilities, subject matter expertise, underwrite scholarships, and provide paid internships at PSEG Power's nuclear power plants. SET will focus on the transition of energy production to more renewable resources like solar and wind-generated power. Salem Community College is addressing the shortage of trained technicians

by partnering with Energy Freedom Pioneers on a facility to house the new SET program. SET students will focus on four specific topics: photovoltaic solar systems, wind turbines, biodiesel, and gasification. Graduates will receive an Associate Degree in Sustainable Energy.

9. Brazosport College - The Texas Nuclear Power Technician Training Program Partnership (Texas)

This $1.9 million grant to Brazosport College will integrate nuclear power industry-driven capacity building elements with a student training component. The training component will emphasize general process technology applications as well as specific nuclear power industry adaptations. All training will be provided in updated labs that feature kinetic learning environments designed to stimulate actual work environments. The capacity building component will focus on developing and expanding faculty, updating labs, purchasing equipment, and developing curricula.

10. West Kentucky Community and Technical College - The New Energy Workforce Systems model (Project NEWS) (Kentucky)

This $1.9 million grant to West Kentucky Community and Technical College will focus on preparing workers for critical positions within the nuclear sector. Training will include a variety of delivery methods including easily accessible, web-based training, accelerated face-to-face instruction, and blended training of the two. The program will also have multiple entry and exits points to training along career pathways. Students will have the option of using virtual (web-based) labs and/or hands-on learning. Project NEWS will also provide training directly to teachers and counselors about career opportunities. The program will significantly increase the availability of qualified workers for local energy providers to fill highly skilled, highly compensated, and highly regulated positions.

Workforce Innovations in Regional Economic Development (WIRED): Most Relevant Example and Overall Summary

1. Pacific Mountain Washington - Energy Technology, Renewable Resources, Manufacturing, Construction, Science, Technology, Engineering and Math (S.T.E.M.) (Washington)

The region will align and share resources that result in a flexible, responsive and integrated education and training system driven by industry to anchor the region's economic competitive advantage. Additionally, the region will identify core skill sets and industry training models that will serve as a catalyst to transform science and math teaching methods and increase the pipeline of students entering S.T.E.M. occupations.

Summary of WIRED Energy-related Activities

Energy Categories	High Growth		Community-Based		WIRED
	Active	Completed	Active	Completed	
Green/Renewable	2		10		9
Fossil (including oil, gas)	2	7	7		
Nuclear	3		4		
Energy (including mining)	2	2	2	1	3
Energy Construction	1		8		
Power Generation	2	1	3		
Total	12	10	34	1	12

Meetings With Other Foundations: Summary

(1) Lumina Foundation

Linda Fowler met with Jamie Meristosis, President and Chief Executive Officer and Holly Zanville, a senior program advisor for Lumina on March 5, 2010. Linda provided background on the Gates-funded CEWD Getting into Energy Careers grant as well as interviewed them about their priorities and upcoming competitions. Both Jamie and Holly indicated that they were in close dialogue with Gates on their respective funding strategies and opportunities to collaborate. They shared the paper that Jamie presented at the President's Job Creation Forum in December, 2009. In addition, they spoke about their investment in accelerated degree programs (e.g., $2.8 million to Ivy Tech) and their upcoming RFI for a round of demonstration pilots; these pilot projects would fund regional and/or state postsecondary systems to build on other opportunities to accelerate associates degrees. Jamie and Holly agreed to keep in close touch and share related learning's with us; in addition, they also suggested that I speak to Joyce Foundation as another source of funding. They will provide an introduction to the Joyce Foundation.

(2) Walmart Foundation

On March 9, 2010, Linda Fowler met with Michelle Gilliard, who is Director of Walmart Foundation's National Giving program; the focus of the meeting was CEWD's Getting into Energy Pathways grant purpose and activities. We discussed the opportunity for Walmart to explore potential areas of the implementation or phase two of the grant for supplemental funding. Some of the highlights of their investment strategies: (1) grants are focused on their customer base and underserved populations; (2) they are looking for tangible benefits (for example, job creation); (3) they require some evidence of success before they will "incubate" or "scale"; (4) the program must have direct impact on the community; and (5) to date, they have not focused on sectors, such as Energy or Manufacturing (they have maintained a broader perspective).

Michelle was interested in possibly funding our model if we can demonstrate that individuals are moving through the pipeline beyond industry fundamentals to the occupation specific training. It would be at this point in the process that they could fund training, job placement, and retention services. They would be looking at cost per person and efficiencies. Moreover, they are funding some of the pipeline or referral organizations such as JAG and Youth Build. As such, there might be some opportunity for synergy in this effort.

Next Steps: Michelle requested to meet with Gates Foundation in Washington, DC to learn more about Gate's investment in both NAM and CEWD. She asked me to coordinate and

facilitate; I am certainly capable and willing to do this. Her dates are limited for March but she has openings the week of April 12th, 26th and May.

(3) Joyce Foundation

Linda Fowler met with Whitney Smith at the Joyce Foundation on April 7, 2010. Whitney, who is Lead for Workforce Initiatives at Joyce Foundation, pointed us to models within Washington State's I.B. E.S.T. program and Ohio's Adult Basic Ed and Career Tech programs. She also indicated that some community colleges are using work-study money to fund the "earn while you learn" piece. The Joyce Foundation's focus on Shifting Gears and Bridge Programs seems to provide opportunities for further collaboration. Whitney offered to connect us to state policy members of her pilots in Indiana, Minnesota, and Ohio where there is overlap.

The Joyce Foundation's Shifting Gears initiative was launched in 2007 as a state policy change effort in Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin. The goal is to strengthen state postsecondary, adult basic education, and skills-development systems; the overall intent of these efforts is to allow more low-skilled workers to gain the education, skills, and credentials needed to advance and succeed in our changing economy. In addition to financial resources, Shifting Gears provides proactive coaching and expert technical assistance, formative evaluative feedback, and communications support to state policy efforts.

(4) Annie E. Casey Foundation

On April 12, 2010, Linda Fowler met with Scott Spencer, who is Manager of Baltimore Relations and Chairman of the Board, Funder's Network for Smart Growth and Livable Communities; the purpose of the meeting was to provide an overview of the Gates GIE Career Pathways project. The discussion focused on possible overlaps with Casey programs, such as their Pre-Apprenticeship program, in which participants spend four hours a night on four days a week in training. Scott also recommended a meeting with the Casey Foundation Lead on Workforce, Bill Gilath. Finally, Scott offered to connect us to his contacts at other foundations, including the McKnight Foundation in Minnesota and the Living Classrooms Foundation.

(5) Mott Foundation

On May 5, 2010 Linda Fowler met with two program officers, Nick Deychakiwsky and Kim Roberson, of the C.S. Mott Foundation to discuss their funding priorities and to explore opportunities for collaboration on supporting programs and policies that might align with the Getting Into Energy Careers Pathways initiative. The Mott Foundation located in Flint, Michigan has a mission of supporting efforts that promote a just, equitable and sustainable society.

Their programs fall into one of five focus areas: (1) Civil Society; (2) Environment; (3) Flint Area; (4) Pathways Out of Poverty; and (5) Exploratory and Special Projects. We determined that the Gates funded GIE Career Pathways project aligned most closely with the Pathways out of Poverty Program. The objective of this program is to see people move along a road to self-sufficiency. Specific educational reform objectives include: (1) increasing student achievement across a school district, state or regional level; (2) expanding effective educational opportunities for vulnerable youth that prepare them for both college and careers; and (3) enabling learning beyond the classroom that supports academic achievement and positive youth development. The Mott Foundation either requests proposals or accept unsolicited requests. The median grant size is $100,000 range. They do not make grants to individuals.

In my conversations with Mott, they indicated that it is often the case that they would be an anchor funder for an initiative such as capacity building for community foundations and supporting non-traditional community college students. They are open to using their flexible funding to close gaps for other funders, such as Gates. They also fund a national demonstration project focused on community colleges called "Breaking Through Strategies." The focus of Breaking Through is on helping adults whose math and reading skills are below the 8th grade level prepare fro and succeed in college-level professional and technical programs.

Next steps include follow up with them before their January 2011 budget cycle begins. If the CEWD project transitions from assessment to implementation, I will work with them to identify specific areas of collaboration.

Next Steps on Implementation

Program Activities

Linda Fowler will convene partners to develop flexible technical assistance action plans for each of the pilot regions. Specific steps will be to: (1) prepare materials and agenda for the kick-off meeting with state consortia and pilot partners; this meeting will result in the development of a strategic action plan that focuses on specific gaps in knowledge and funding resources for individual sites; (2) conduct additional foundation meetings to follow-up with new opportunities that will be integrated into the action plan as they emerge; (3) conduct monthly conference calls with CEWD to update project team on status of action plans and metrics; (4) provide technical assistance to pilot sites in order to advance the local networks' capabilities. The technical assistance will include linkages to local funding opportunities, proposal development and network formation and support; (5) meet with national and local foundations to develop relationships and pursue partnerships for funding collaborations. For example,

CEWD will convene a meeting with Gates Foundation and Walmart Foundation in May, 2010 to discuss opportunities for collaboration; and (6) support a peer learning network for pilot sites through conference calls, online communications and preconference meetings.

Outcomes

Specific objectives will be to: (1) share promising practices; (2) strengthen grant making capacity; (3) enhance peer-to-peer learning; (4) facilitate strategic action planning; and (5) connect with community college learning network to accelerate innovations in the Getting Into Energy Career Pathways implementation. Subsequently, forum agendas will be developed over the next year through online communications, periodic conference calls, and in-person meetings.

Summary of Other Noteworthy Programs

(1) Chafee Foster Care Independence Program (CFCIP)

The Educational and Training Vouchers Program (ETV) for Youths Aging out of Foster Care was added to the CFCIP in 2002. ETV provides resources specifically to meet the education and training needs of youth aging out of foster care. In addition to the existing authorization of $140 million for the CFCIP program, the law authorizes $60 million for payments to states and tribes for post-secondary education and training vouchers for youth likely to experience difficulty as they transition to adulthood after the age of 18. This program makes available vouchers of up to $5,000 per year per youth for post-secondary education and training for eligible youth. Please refer to the following website:

(http://www.acf.hhs.gov/programs/cb/programs_fund/state_tribal/jh_chafee.htm)

(2) The Ansell-Casey Life Skills Assessment

This program consists of a suite of comprehensive online assessments, learning plans, and learning resources that can be utilized for free to help engage young people in foster care; through this process, such individuals gain the life skills they need to exit care. The tools are strengths-based and were built and refined with user input and research. The assessments consist of statements about life skills domains deemed critical by youth and caregivers for successful adult living. There are also additional assessment supplements designed to help young people who have specific needs and challenges. The specific topics are: pregnancy and parenting infants and young children, homeless, youth values, education, gay, lesbian, bisexual, transgender, and questioning youth (GLBTQ), and American Indian. Please refer to the website: (http://www.caseylifeskills.org/index.htm)

Workforce Investment Act -- Adults and Dislocated Workers Program

Program Description

The Adult and Dislocated Worker Program, under Title I of the Workforce Investment Act of 1998, is designed to provide quality employment and training services to assist eligible individuals in finding and qualifying for meaningful employment, and to help employers find the skilled workers they need to compete and succeed in business.

Goals

Goals include: (1) increase employment, as measured by entry into unsubsidized employment; (2) increase retention in unsubsidized employment six months after entry into employment; (3) increase earnings received in unsubsidized employment for dislocated workers; and (4) enhance customer satisfaction for participants and for employers. The employment goals are measured using Unemployment Insurance Wage Records Systems and customer satisfaction goals are measured by sampling.

Services

Services are provided through One-Stop Career Centers. There are three levels of service: (1) Core services - includes outreach, job search and placement assistance, and labor market information available to all job seekers; (2) Intensive services - Includes more comprehensive assessments, development of individual employment plans and counseling and career planning; and (3) Training services - Customers are linked to job opportunities in their communities, including both occupational training and training in basic skills. Participants use an "individual training account" to select an appropriate training program from a qualified training provider.

Additional Services

“Supportive” services such as transportation, childcare, dependent-care, housing and needs-related payments are provided under certain circumstances to allow an individual to participate in the program. In addition, "Rapid Response" services at the employment site for employers and workers who are expected to lose their jobs as a result of company closings and mass layoffs are also available. Individuals whose layoff was created or affected by international trade, may access information and services under the Trade Act Programs. States are responsible for program management and operations including enrollment, service delivery, and certification of training providers.

Target Population

All adults, 18 years and older, are eligible for core services. Dislocated workers will be emphasized. Priority for intensive and training services must be given to recipients of public assistance and other low-income individuals where funds are limited. In addition to unemployed adults, employed adults can also receive services to obtain or retain employment that allows for self-sufficiency. State and local areas are responsible for establishing procedures for applying the priority and self-sufficiency requirements.

Definitions of Dislocated Workers

A dislocated worker is an individual who: (1) has been terminated or laid off, or has received a notice of termination or layoff from employment; (2) is eligible for or has exhausted unemployment insurance; (3) has demonstrated an appropriate attachment to the workforce, but not eligible for unemployment insurance and unlikely to return to a previous industry or occupation; (4) has been terminated or laid off or received notification of termination or layoff from employment as a result of a permanent closure or substantial layoff; (5) is employed at a facility, where the employer has made the general announcement that the facility will close within a 180 days; (6) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster; or (7) is a displaced homemaker who is no longer supported by another family member.

APPENDIX I

Other High Growth Job Training Initiatives (HGJTI)

1. Alaska Energy (State of Alaska DOL) - "Alaska's Initiative for Energy Workers" (Alaska)

This $7 million grant to the Alaska Department of Labor increased Alaska's capacity to meet the state's workforce needs by: (1) targeting investment of workforce development resources on partnerships focused on training for energy-related occupations; (2) integrating vocational and technical education with skills training, providing students and workers the tools they need to obtain jobs; (3) increasing apprenticeship training and employment skills for energy-related jobs; and (4) fast tracking the public workforce system's change to a market-driven, industry-centered, one-stop system that is responsive to state and local economic needs.

2. College of Eastern Utah - "Proposal to Create a Center to Train Industry Work Forces to Meet Energy Needs" (Utah)

This $2.4 million grant to the College of Eastern Utah consolidated training programs common to multiple sectors of the energy industry. Foundational courses included classes on safety, instrumentation, and technical/skills certification. Courses were offered to Hispanic and American Indian populations in their native languages. Upon completion of the foundational curriculum, additional training tailored to mining, power generation, or oil and gas industry careers was provided. Training was accomplished through classroom learning at the CEU Energy Center and its satellite and sister campuses; in addition, training was provided through hands-on experience at the Center's on-site mine and other employer-chosen work sites.

3. Wyoming Department of Workforce Services - "Rocky Mountain Oil and Gas Training Program" (Wyoming)

This $2.4 million grant to Wyoming Department of Workforce Services established a basic safety-training program to train 1,500 new workers for the Rocky Mountain oil and gas industry jobs. The seven-day program prepared individuals to meet industry safety standards. Workers acquired the skills they need by training in a simulated work environment on a 76-acre simulated oil and gas field. Safety training for heavy equipment operators, truck drivers, crane operators, and safety coordinators was also implemented.

4. Oklahoma Department of Career and Technical Education - "Strengthening the U.S. Energy Industry: Expanding Training in Upstream Oil and Gas Skills and Safety to Serve a Nation during War and Peace" (Oklahoma)

This $2.4 million grant to Oklahoma Department of Career and Technical Education was implemented to expand High Plains' successful Mid-Continent Oil and Gas Training Center in Woodward; this was accomplished through the High Plains Technology Center (HPTC) by establishing satellite centers throughout Oklahoma and neighboring states. This expansion included the development of new courses in the areas of drilling, well servicing, production, and off-road driving. HPTC's strong partnership with oil and gas companies assured that training met industry standards.

APPENDIX II

Other Community-Based Job Training Grants (CBJTG) Active Investments

1. University of Alaska Fairbanks - Project Northern WAVE (Workforce for Alaska's Vocational Employers) (Alaska)

This $2 million grant to University of Alaska Fairbanks will meet demonstrated needs in interior Alaska's construction, oil and gas, mining and power generation industries; the program will utilize innovative learning activities and incorporate industry-based instructional sites and instructors. Activities include: (1) preparing curricula of six certificate programs in Automotive, Diesel/Heavy Equipment, Power Generation, and Drafting and Process Technology for compressed 9-12 month delivery; (2) hiring a project manager and regular and adjunct faculty; (3) recruiting students into the program; and (4) building enduring instructional capacity, program systems, certificate programs and instructional facilities.

2. Montana State University, Billings - Energy for Tomorrow (Montana)

This $2.0 million grant will develop training and capacity-building activities to address the needs of developing an industry driven model for just-in-time methods and energy industry training programs in the energy industry, including: (1) mining; (2) oil and gas exploration and production; (3) power generation; (4) biofuels; (5) bioproduct development; (6) renewable resources; and (7) energy related construction. Specific skills include: welding, diesel, hydraulics, pipeline construction, mining technology, surveying, geographic information systems (GIS), global positioning satellite (GPS), instrumentation, and process operations and control.

3. Mesalands Community College (New Mexico)

This $2 million grant will allow the grantee to acquire a wind power turbine to provide a learning resource to new wind energy technicians, in a state that contains a large portion of the country's wind turbines. This turbine will also serve as a research tool to North American Wind Research and Training Center (NAWRTC) partners. This vital training tool will support NAWRTC curriculum, currently offered by only two other community colleges. Mesalands Community College will develop an aggressive outreach campaign within the region and work with Workforce Development Boards and local One-Stop Career Centers to assist interested workers in becoming involved with the program. Recruitment efforts will focus on existing operations and maintenance personnel, unemployed workers, the underemployed, high school students, minorities, and women. Customized training programs in Wind Power will develop a fast track training program that will prepare workers to develop the skills necessary to become employable by their firms. Training will be administered at Mesalands Community College or

on major wind farms. Additional training will be provided on the job with the support of NAWRTC partners.

4. Northeast Community College - Nebraska Ethanol Production and Management Degree Program and Training (Nebraska)

This $2 million grant to Northeast Community College will allow for the implementation of a statewide initiative to: (1) establish a continuum of education and offer career development activities; and (2) create a broad array of short-term training opportunities for incumbent workers to meet the growing need of the energy-ethanol industry. Capacity building activities will include: (1) the development of an industry-driven management system; (2) provision of comprehensive faculty professional development; (3) development and validation of curriculum (via traditional and distance learning formats) aligned with employers' needs and skill requirements; (4) creation of a learning environment that meets the specifications of the workplace (including space, equipment, and curriculum materials); (5) articulation of all curriculum across the educational continuum; and (6) creation of a wide range of student recruitment and support mechanisms. Traditional and nontraditional students will be targeted, including displaced workers, women, minorities, and incumbent workers.

5. College of the Mainland - Community-Based Advanced Skills Training Center (Texas)

This $1.9 million grant to the College of the Mainland will build a career lattice for workers in the petroleum industry, thereby leading to a wide range of credentialing including DOL BAT Certification, American Welding Society Certified Training Certificates, College of the Mainland Skills Competency Certificates, Associates Degrees and potential transfer to BAAS degrees. A Community-Based Advanced Skills Training Center (CAST) will be established to address the shortage of classroom, lab and training space, and faculty and equipment. Participants will also have access to computer, math, communications, and writing skills workshops. The program will also develop flexible entry and exit points to accommodate the needs of non-traditional students and incumbent workers, as well as provide industry internships, co-op opportunities, and market opportunities to the community.

6. Rend Lake College - Supporting the Revitalization of Southern Illinois Coal as an Energy Source Project (Illinois)

This $1.6 million grant to Rend Lake College will focus on training coal miners, electricians and welders for the energy sector. This project will: (1) purchase up-to-date equipment; (2) begin dual credit classes in five district high schools; (3) provide career awareness workshops in grade schools; and (4) establish an active advisory committee.

7. Colorado Department of Labor and Employment - Western Colorado Energy & Mining Training Project (Colorado)

This $2 million grant to Colorado Department of Labor and Employment will address the need for energy workers on Colorado's western slope by offering complementary training programs specific to industry needs in their respective communities. These training opportunities will result in job skills enhancement for existing employees, entry-level job preparation, and opportunities for participants to grow their careers through continuing education.

8. Columbia Gorge Community College - Renewable Energy Technology Training Program (Oregon)

This $1.7 million grant to Columbia Gorge Community College will close the gap between current capacity and workforce demand by creating additional entry (spring semester) and exit (fall semester) points for students. This will be achieved by: (1) hiring faculty and staff; (2) creating online and hybrid course delivery formats to accommodate the varying needs of the incumbent workforce; (3) working with industries on a national level to develop and implement standards, certifications, and proficiency examinations; (4) promoting an expanded program across the continuum of education and with entry-level and underemployed incumbent workers via visitations; and (5) conducting outreach activities to provide program and skill set requirements and career pathway information to high school students, counselors, and STEM teachers.

9. Morrisville State College - Upstate New York Renewable Energy Training Center (New York)

This $2 million grant to Morrisville State College will provide regional courses and modules for unemployed youth and adults, dislocated and incumbent workers. Curriculum will be based on employer-identified skill gaps in the energy industry. Outreach efforts will be targeted toward K-12 teachers and counselors and pre-college dual credit programs and articulation agreements will be created. A regional council will be created to assure program sustainability.

10. Navarro College - E=ed2 Oil & Gas Production Technology Program (Texas)

This $2.4 million grant to Navarro College will support its partnership with North Central Texas College to develop skilled and certified workers in Texas' energy industry. The project will utilize innovative distance learning options to benefit rural areas and will operate with the support of a 39-member strategic partner advisory board. The grant will ensure the

technological advances of the Oil & Gas Industry do not further outpace the skills of the workforce.

11. Western Iowa Tech Community College - WITCC National Boiler Training Center (Iowa)

This $2.3 million grant to Western Iowa Tech Community College will be used to prepare workers to meet the demands of regional businesses in the energy industry. Through the Boiler Training Institute, the college will respond to a regional need for targeted job training that will prepare area residents for higher-wage careers in the boiler trades and bio-refinery sub-industries. The project will develop specialized contract training programs to focus on specific employer needs, and increase the number of students entering training and earning credentials.

12. Phillips Community College of the University of Arkansas - Arkansas Delta Renewable Energy Training and Education Initiative (Arkansas)

This $2 million grant to Phillips Community College will be used to raise the skill level of the regional energy workforce. A Center for Excellence for Renewable Energy Technology will be created to develop and implement programs of study and to create career pathways for students in renewable energy technologies.

13. Board of Trustees of Connecticut Community Technical Colleges - Sustainable Operations: Alternative & Renewable (SOAR) Energy Initiative (Connecticut)

This $2.1 million grant to the Board of Trustees of Connecticut Community Technical Colleges seeks to reduce dependence on fossil fuels and to restructure the U.S. energy workforce and create millions of “green” jobs. The SOAR Energy Initiative will create eight Sustainable Operations Certificate credit programs that provide basic academic and foundational technical skills for careers in the renewable energy industry. The CCCS Sustainable Operations Certificate Program will be offered at all 12 colleges in the system. The program will include enhanced learning technology, increased instructional supports and improved tuition assistance, tutoring, and academic and career counseling.

14. Hudson Valley Community College (New York)

Hudson Valley Community College, with a grant of $2 million, will develop and deliver workforce programs to meet the projected demand for Green Economy jobs in New York State. Programs will be delivered to a continuum of emerging workforce employees. To deliver the training, Hudson Valley Community College and its partners will develop and deploy a pilot system that will provide digital/online/real-time connectivity to a Strategic Partner Network.

This Internet based network allows for online instructor training, course presentations, simultaneous delivery of specific course modules, and video conferencing for continuous communications, meetings, and faculty interactions.

15. Los Rios Community College District - The GreenForce Initiative (California)

This $2 million grant to the Los Rios Community College District will develop twelve community college certificate/degree programs to train new and incumbent workers for the clean energy industry. The program will also: (1) provide professional development for community college faculty; (2) enroll and train 1,240 students, while sustaining training levels at 500 students each year thereafter; (3) create a pipeline with outreach to K-12 and articulations to four-year colleges and universities; and (4) strengthen career awareness programs to encourage new entrants into clean energy industries.

16. Montana State University, Great Falls College of Technology - Wind Montana: Developing a Wind Energy Workforce (Montana)

This $2 million grant to Montana State University – Great Falls College of Technology seeks to develop a statewide curriculum for training programs in Wind Energy Technology. The programs will be established at MSU-Great Falls and three other partner institutions. Common programs with distributed delivery will allow for multiple entry and exit points for students and graduates. The consortium will develop and integrate an early college program in wind energy technology with area high schools.

17. Oklahoma State University - Wind Turbine Technology Program (Oklahoma)

This $1.5 million grant to Oklahoma State University will establish a Wind Turbine Technology (WTT) degree program to prepare individuals to work in the field of wind energy; High Plains Technical Institute will also provide a site for valuable “hands-on” instruction. A WTT advisory committee, comprised of both industry experts and educators, will provide overall direction for the new degree program. The project will result in a standardized curriculum for wind turbine training that can be utilized nationwide. Capacity building activities that will be supported by the project include hiring qualified, experienced faculty members to teach in the WTT program and securing the facilities, equipment, and materials necessary to support the program. A range of activities will be available through partners such as assessments, supportive services, and remediation services to raise the basic skills of participants.

18. San Mateo Community College District - The San Francisco Bay Area Energy Career Project (BayCEC) (California)

This $1.9 million grant to San Mateo Community College District will create and provide training and career pathways in energy efficiency, environmental control technology, and solar energy technology. The BayCEC Project will provide: (1) faculty training in clean energy careers; (2) expand clean energy courses in high schools; (3) articulate those courses with the community college; and (4) implement a bridge course to provide basic skills necessary to enter clean energy careers. There will also be a focus on transitioning workers from the finance and retail industries to clean energy sales and customer service.

19. Central Wyoming College - Environmental Technicians and Health and Safety Technicians Program (Wyoming)

This $1.4 million grant to Central Wyoming College will be used to respond to industry demand to develop training opportunities for incumbent workers as well as competency-based Associate Degree programs for Environmental Technicians and Health and Safety Technicians. These new programs include a mixture of classroom instruction, on-site industrial practical training, and online distance learning. The program will be promoted among Native Americans on the Wind River Indian Reservation.

20. Los Angeles Harbor College - The Southern California Oil Refinery Enterprise (SCORE) Program (California)

This $2 million grant to Los Angeles Harbor College seeks to train technicians for work in highly skilled segments of the energy industry, including Process Plant Technicians and Instrumentation Technicians. The program will upgrade the skill sets of incumbent workers to stay ahead of technological advances. The project will also increase the capacity of the college by institutionalizing the program to serve the training needs of southern California oil refineries. In addition, a state-of-the art Programmable Logic Controller lab will be added to the program.

21. Cincinnati State Technical and Community College - The Tri-State Energy Collaborative (Ohio)

This $500,000 grant awarded to Cincinnati State Technical and Community College will focus on expanding articulated degree and stackable certificate training programs delivered through institutional partners. The program will develop and deliver certificate programs for training incumbent and new workers, including online and hybrid programs. The project will also look to develop seamless articulated pathways between partners, including career and vocational high schools.

22. Northern Wyoming Community College District-Gillette Campus (Completed) - Workforce of Northern Wyoming Community College District (Gillette Campus) (Wyoming)

This $2 million grant to Northern Wyoming Community College District-Gillette Campus will fill the training pipeline with potential workforce participants and increase training capacity in occupations critical to high-demand industries. The project will recruit new participants into the training program and recruit incumbent workers into skills upgrade, technical certificate and two-year degree programs. The project will include assessments and assessment instruments for new and incumbent workers. The college will also coordinate the placement of the emerging workforce and provide follow up assessment.

APPENDIX IV

Other Workforce Innovations in Regional Economic Development (WIRED)

1. South-Central Idaho - Advanced Manufacturing Technologies for Plastics and Metal Machining, the Construction Trades and Bio Fuels (Idaho)

South Central Idaho's economy is expanding beyond its traditional agriculture base with the arrival of new manufacturing and computer technology centers as well as research facilities. To keep pace, leaders are transforming the delivery of education and training required for careers in these high paying fields.

2. Central and Eastern Montana – Energy (biofuels), Manufacturing, Value-added Agriculture (Montana)

The Central and Eastern Montana region seeks to establish a globally competitive bio-energy and bio-products cluster by utilizing existing cohesive partnerships and developing new partnerships with business and industry, education, community development organizations, state and tribal governments and philanthropic foundations.

3. Denver Metro – Aerospace, Energy, Bioscience, secondary and post-secondary education initiatives (Colorado)

The Denver Metro WIRED Initiative is focusing on supporting Metro Denver EDC's growth industry clusters and building a pipeline of workers for high-demand occupations. The Initiative targets four of the five industry clusters - aerospace, biosciences, information technology, and energy that have demonstrated the largest potential for growth opportunities. Additionally, each of these industries requires a higher level of STEM skills to meet the demands of the industries. The Denver Metro region will emphasize STEM skill development for the pipeline of workers at all levels.

4. Greater Albuquerque - Green Manufacturing including Aerospace and Aviation, Green Building, Microelectronics, Optics, and Renewable Energy New Mexico's Technology (New Mexico)

Triangle (T2) is an industry-driven non-profit regional development alliance affiliated with New Mexico Tech University that supports the growth of entrepreneurship, talent and innovation in New Mexico's green manufacturing industries. Additionally, the initiative brings together capital, corporate, R&D, educational, workforce and government resources in a cycle of cluster business demand and workforce supply.

5. Minnesota Triangle - Renewable Energy, Agriculture and Related Manufacturing Sectors, Bioscience (Minnesota)

The Minnesota Ag-Innovation Triangle is a rural part of the state that is transitioning from a traditional commodities base to a value-added agriculture economy for alternative energy and biosciences. Newly enacted state renewable energy requirements, as well as new technologies, productivity and competition are driving change. These fields require a strong education foundation in math and science, post-secondary education, and proficiencies in the English language. Through WIRED, the Ag-Innovation Triangle's network of partners is positioned to align regional businesses, educational institutions, economic and workforce development activities.

6. Southeast Missouri - Advanced Manufacturing, Healthcare, Bio Fuels, Inter-Modal Transportation, Agri-Business, Tourism (Missouri)

The Southeast Missouri region is transitioning from an economy based on agriculture and old-line manufacturing. New occupations require foundations in math and science. Southeast Missouri WIRED partners will develop innovative technologies and focus on higher productivity, foster entrepreneurship and business growth, further develop talent to meet existing needs, encourage new business start-ups, and leverage best practices in growth and economic development.

7. Arkansas Delta - Transportation, Distribution and Logistics; Biofuels; Advanced Manufacturing (Arkansas)

The Arkansas Delta 2nd Generation WIRED region (ADWIRED) includes more than two million acres of cultivated land, as well as a large concentration of transportation, logistics and communications infrastructure, making it prime for expansion of education, manufacturing, entrepreneurship and technology. The region is challenged by poverty, low wages, low academic achievement and low workforce skills.

8. Mid-Michigan - Alternative Fuels/ Fuel Cells, Advanced Manufacturing, Healthcare, STEM (Michigan)

The Mid-Michigan Innovation team (MMIT), a network of community leaders representing education, business and economic and workforce development, is leading the WIRED Initiative in the region. Mid-Michigan's strategy for economic transformation is built on utilizing the vast research and development resources and expertise of its universities to create new technologies and encourage new companies leading to new jobs across the region. This strategy will include a focus on developing alternative fuels, life sciences, homeland security/defense and advanced manufacturing which hold the promise of an entirely new

sector for the state's economy. Developing these four careers will bolster the economy and create new opportunities in industry, not only to the Mid-Michigan Region, but to the entire country.

9. Southeast Michigan - Advanced Manufacturing, Life Sciences, Homeland Security, and Alternative Energies (Michigan)

Southeastern Michigan, which traditionally relied on the manufacturing industry as a main source of employment, seeks to supply its job base with the skills and competencies needed to compete in the 21st century economy. The Michigan Economic Development Corporation and the Michigan Department of Labor and Economic Growth have both identified opportunities for Michigan's future industrial base in four high growth clusters: advanced manufacturing, life sciences, homeland security, and alternative energies.

10. Upstate New York - Entrepreneurship, Optics & Imaging, Biotech & Life Sciences, Alternative Energy (New York)

The Finger Lakes Partnership was created to link the education, workforce development and economic development communities to create an entrepreneurial, industry-driven integrated system. The partnership, led by a strong team of business, investor, entrepreneurial, philanthropic, government, and academic leaders, seeks to transform the Finger Lakes region through: increasing employment and retention; improving earnings; spurring job growth and the number of start-up companies; improving employer satisfaction increasing participation in training by companies and individuals and others.

11. Central New Jersey - Life Sciences, Biotechnology, Biomedical, Agriculture, Energy, Industrial and Environmental, and Pharmaceutical (New Jersey)

The Central New Jersey WIRED initiative seeks to transform the rich array of existing bioscience education, training and economic development initiatives into a cohesive workforce development system. The WIRED regional partnership will support industry driven talent development strategies from P-12 education, technical personnel and doctoral training. The region has access to two world-class research universities and specialized scientific and business talent.

Appendix IV: Other Completed High Growth Investments

1. San Juan College - "San Juan College Regional Training Center" (New Mexico)

This $2.1 million grant to San Juan College provided hands-on training opportunities for entry-level workers in the upstream oil and gas industry. All training materials developed were translated into both Spanish and Navajo and were utilized by bilingual trainers. During the period of performance, 5,600 workers were trained; the placement rate exceeded 95% for those who were unemployed when they began training.

2. High Plains Technology Center - "High Plains Technology Sector" (Oklahoma)

This $1.5 million grant awarded to the High Plains Technology Center developed and provided at least 50 industry-driven courses for new and incumbent workers in the upstream oil and gas industry. Courses were developed in both English and Spanish; in less than two years, High Plains Technology Center exceeded its goal by training 1,703 workers in oil and gas extraction technologies.

3. Community Action Partnership of Sonoma County (YouthBuild Santa Rosa) (California)

This $500,000 grant awarded to Community Action Partnership of Sonoma County will represent a scale-up project of YouthBuild Santa Rosa; YouthBuild is an existing comprehensive skill-building program that targets dropout youth. Solutions will include outreach, recruitment, and awareness-building activities among unemployed youth. The program will allow participants to earn a high school diploma and will link such participants to community colleges; another component will include on-the-job training that will lead to industry-recognized credentials. This experienced-based training program will be offered in partnership with John Muir Charter School to improve the literacy and numeracy skills of participants; a specific focus will be placed on skills associated with construction, installation, and maintenance of renewable energy systems.