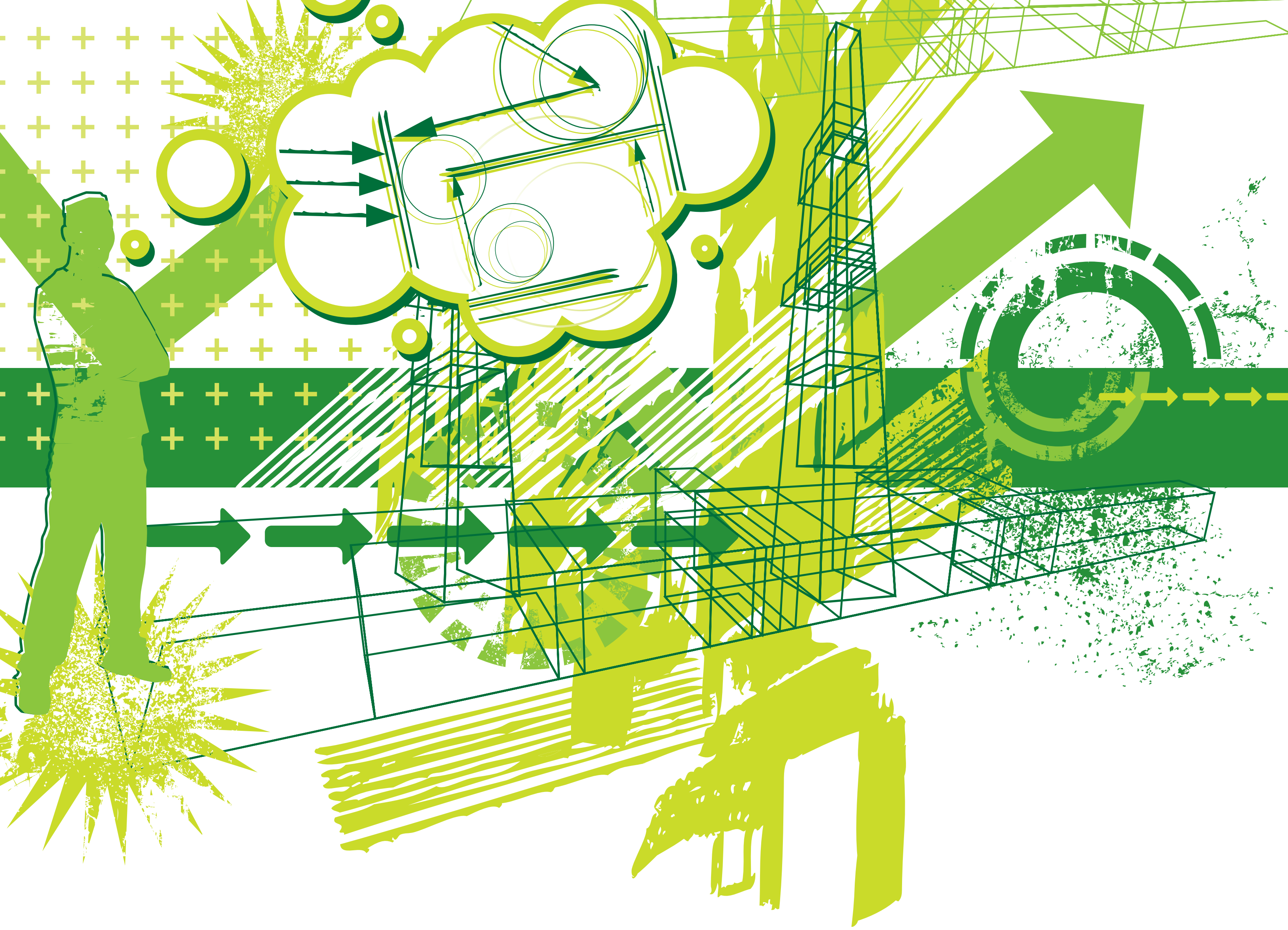

# The GreenPrint for Success

## A “How-To” Guide for Building a Green Job Training Program

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# 1 Executive Summary

This "how-to" guide walks the reader through the nuts and bolts of creating, implementing, and evaluating a green jobs program. It is based on real world experience from more than 30 organizations involved in green jobs programs. Using interviews from grantors, consultants, program staff, educators, labor unions, and government employees, it highlights best practices, creative solutions, and common pitfalls.

While this guide is geared for nonprofits and local governments, it can be used by anyone in any sector. It can be used to fine-tune an existing program or guide the reader through the process of developing a new one.

The introduction discusses various definitions of "green jobs" used by funders and those working in the field. It then walks the reader through external and internal feasibility assessments to determine if a green jobs program is right for the reader's community and organization. The guide also recommends forming coalitions with key stakeholders and suggests strategies to create productive partnerships, such as formalizing them with a Memorandum of Understanding (MOU). After discussing the pre-planning stages, it describes the process of creating a project plan. The guide also stresses the importance of planning for program sustainability from the start.

A unique feature of this report is the downloadable budget template. It includes expert budget features, such as an easy-to-use fringe benefit calculator. It also discusses the common pitfalls found in programs' budgets and offers best practices.

The guide also takes the reader through the grant application process, including where to look for funding and strategies for being a more competitive grant applicant. It then describes the important steps to implementing the program, including: recruitment of trainees; the necessary support staff, their skill level, and common salaries; the curriculum breakdown of job training programs and the importance of hard and soft skill training and case management; and job placement. It stresses the importance of program evaluation and incorporating the results into next year's program.

Helpful appendices include: types of green jobs, the training required, and typical wages; names and phone numbers of interviewees that are in the field and are willing to offer advice; a guidebook on available grants and grantmaking foundations; the downloadable budget template and sample budgets; an MOU template and sample MOUs; and a checklist that takes one through the major steps of planning and running the program.

# 2 Introduction

## So you want to start a green jobs program?

The American Reinvestment and Recovery Act of 2009 (ARRA) has spurred a number of organizations and community groups to think about how a green job training program can benefit their community. Our goal in this report is to lay out the key building blocks of a successful green jobs program, specifically focusing on the resources and management strategies needed to obtain a green job training grant and implement a green job training program. This work is a compilation of information from more than 30 interviews with different organizations from across the country as well as leading literature on organizational management and policy implementation. We spoke with organizations working in rural and urban areas, located everywhere from Baltimore to Tucson, Wisconsin to Louisiana, and throughout New York State.

## What is a green job or industry?

The definition of a green job is dependent on your location and the agency funding your program. While there is no strict definition of a green job, legislation, government agencies and members of the green jobs community have provided some examples.

### National and state definitions

- ARRA refers to green jobs primarily as careers in energy efficiency and renewable energy industries. ARRA funding can be used for the secondary fields of retrofitting buildings, green construction, and renewable power generation.[1]
- The New York State Department of Labor (NYSDOL) guidelines for green industries are: 1) produce goods and services that promote the conservation of natural resources, 2) support energy efficiency, 3) support a cleaner environment, and 4) provide a cost savings to the end user. NYSDOL has identified New York State industries that fit the criteria as renewable energy, energy efficiency, clean technology, and others such as waste management, remediation, and deconstruction.[2]

## Definitions from the field

- "A green job is sometimes just a job that has been re-envisioned around different driving principles with a different sort of expectations and processes." Tony Novelli, City of Tucson[3]
- "What is a definition of a green job? Sometimes people can work on a wind-turbine one day and a hot tub the next day. Weatherization programs are the original green jobs program. They have stimulus money and do more work around the country than everyone else. Also, states have public benefits programs and all of those are labeled as green jobs." Eric Sundquist, Center on Wisconsin Strategy[4]
- "When you speak of rural green jobs, there are three sectors you need to look at. Public land management, private land management, and renewable energy. Look at a rural American community, and if it is in a public or private land system the majority of the jobs in that community will tend to relate to people taking care of the trees, crops, water, farms, etc. Rural green jobs can be in energy auditing to assist in the shift to energy efficiency and renewable energy, developing biomass, forest restoration and hazardous fuels reduction, and training for fire events and prescribed burning." Maia Enzer, Sustainable Northwest[5]

These definitions illustrate a range of green jobs and the breadth of industries in which green jobs can be found. Ultimately there are many great examples of definitions supplied by funders and used by others in the green jobs field to act as a guide to creating your own definition.

## What are your expectations for green jobs?

Green job training programs have received more resources and attention due to growing political will. Traditionally, job training programs have been viewed as a people-based development approach, meeting the human capital needs of those being trained and the business community. With new green job training programs, the expectations are that they will serve as a way to alleviate poverty, create growth as an economic development tool, and as a way to positively impact the environment. These expectations shape a training program's structure and goals.

***"We saw this as potential opportunity for local economic and employment development. Green jobs are a way to try to connect people to pathways out of poverty and create career ladders. So it is a logical place for our organizations to fit in with this development angle and it is a great opportunity for the region. Our model is unique in that our focus is economic development, workforce development and policy. Others are more about workforce and policy."***

**Paige Finnegan, Chicagoland Green Collar Jobs Initiative[6]**

## Green job training programs and you: a good fit?

Before you evaluate whether your organization has the ability or capacity to create and sustain a program, reflect on whether you should take on this activity. Consider your reasons for wanting to have a green job training program and think of other ways to address those reasons within your mission statement. If a green job training program and the identified need align with your organization's mission, you are on the right track.

> ***The Sustainable South Bronx is a mission-driven group that seeks "Environmental Justice Solutions through innovative, economically sustainable projects informed by community needs." This position drives their unique model for the Bronx Environmental Stewardship Training program. They employ a systems model which looks at the big picture, not just plugging people into jobs.[7]***
>
> **Sheila Somashekhar, Sustainable South Bronx**

## Ready? Set? Green! How do I start a green job training program?

Use this report as a guide to implementing a green job training program. We will discuss ways to assess your community's need for a green job training program, community support for a program, and your organization's ability to implement a program. We highlight ways to create strategies to expand your program's ability using partnerships. In addition, we address ways to structure a green job training program and secure grant funding. Using tools such as a project plan and budget, we discuss the pitfalls and challenges that successful programs have faced during implementation. The report concludes with a discussion on program evaluation and its importance in measuring program performance.

# 3 Pre-Planning: Laying the Groundwork

While a green job training program can be very beneficial to the community, it can be challenging to implement. The program will have to identify unemployed or underemployed workers who would benefit from training; it will need to recruit them and then provide them with that training; it must retain them until they finish; and, finally, it must place them in appropriate jobs. Each of these steps can be a formidable task requiring considerable resources and effort. The first step in building a green jobs program, therefore, should be an assessment of your community's needs, available community support, and your organization's resources.

## Does your community need a green job training program?

In some cases, an in-depth community assessment or feasibility study for your community may have already been conducted by a local government or foundation. The Victoria Foundation and Field Foundation completed a feasibility assessment of Chicagoland to determine what green businesses existed in Chicago, where green job opportunities were, and if these opportunities were realistic for the area. They also examined what workforce training opportunities were available. If workforce training opportunities did not exist, they strategized how they could be created. Feasibility studies such as with Chicagoland are labor and resource intensive to conduct. Many organizations collaborate if they do not have the ability to conduct a study themselves.

**Assessing Your Community's Need**

1. Identify green industries and jobs
2. Identify skills required by those green jobs
3. Identify potential workforce and their skills
4. Determine the skills gap

Assessing a community's need for a green jobs training program can be performed in four steps: (1) identify green industries and green jobs based on your definition of green jobs, (2) identify skills required by those green jobs, (3) identify potential workforce and their skills, and (4) determine the skills gap.

### Identify green industries and jobs

Identify industries and jobs in your community that fit your green jobs criteria. All of the organizations we interviewed strongly stated the need to identify potential employers at the outset. They stated that a program was worthless if trainees had no opportunities waiting for them. Depending on your approach, it may also be important to identify potential wages to determine if the program is alleviating poverty.

To identify green industries, examine your area business census. Another possible way to identify green industries is to check Department of Labor and Department of Energy websites, and consult local economic development agencies which provide information on the state of local green industries. Alternate information sources include university research centers, business associations and environmental organizations. You can also identify potential employers based on rules from the funding agency.

## Identify skills required by those green jobs

Once you have a list of businesses and jobs, directly contact these businesses, and find out what skills and certifications they require of potential employees. This is an ideal time to start building a relationship with green businesses and the potential path to partnership.

## Identify your potential workforce and their skills

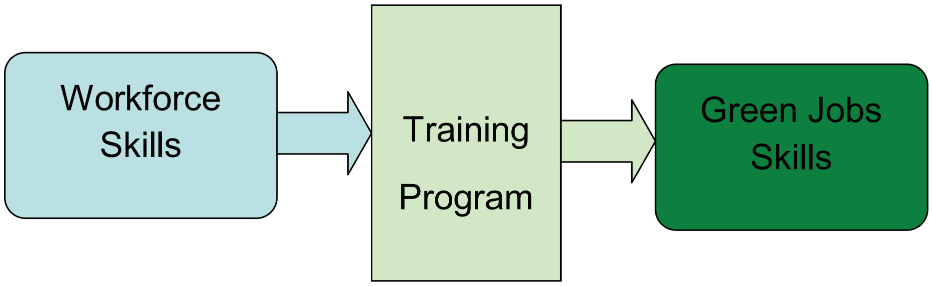
There are two main types of green jobs training programs: programs for dislocated workers and programs for poverty alleviation. Samuel H. Sage, President of the Atlantic States Legal Foundation and long time green job advocate, classifies potential green job employees into five main categories. These categories include: those who have not finished high school; ex-offenders; laid-off skilled workers; immigrants; and veterans. Dislocated worker programs and poverty alleviation programs each require a wide variety of skill levels and thus appeal to a wide range of potential employees.

Information regarding a potential employees' skill level can be found at organizations that track employment data and already provide services to these groups. Examples of information sources include the local Workforce Investment Boards, Department of Labor, educational facilities, and social service agencies. Another great information source is the Census' Community Economic Development Hot Report, which compiles information about community assets, education levels, labor data, and business information data.

## Determine the skills gap

The purpose of a green jobs training program is to provide potential employees with skills and resources needed to become viable potential employees and begin long term stable employment. Interviews have shown us that successful programs work closely with potential employers to create a training program that fills the gap between the employer's desired workforce skills and the potential employees' existing skill sets.

Determine where the gap lies by identifying the training necessary to make your identified potential workforce viable candidates for your community's green jobs. Go one step further and identify the training needed for a long term career in that industry. Remember to include any identified industry and job specific certifications, credentials and standards. The result is your green jobs training program.




A green job training program is viable if an assessment is able to identify green jobs, the skills needed, and a potential workforce in a community. Alternatively, it is not viable to create a green jobs program where there are inadequate employment opportunities for the potential trainees. It is absolutely critical that the program be able to place its graduates in appropriate jobs.

## Will your community support a green jobs program?

Whether you are an organization that is already providing services to the community or a new organization, there are benefits to understanding the community in which you work and its driving forces. Your organization and community is interconnected with a larger system that is made up of social, economic, and political forces. Your community's characteristics affect the success or failure of your work. Your community influences your organization's need for information and need for resources derived from the larger system. When assessing your community and its external forces, your examination should be done in the context of green industries and employment. It is your task to identify the forces, actors, and relationships connected to the green movement, if they are not already known. Overall, identifying these external forces will allow your organization to withstand and plan for possible challenges as well as effectively use your existing opportunities and develop new ones.

### External forces on green job training programs

We have identified a few external forces that organizations have mentioned as having an impact on their green jobs training programs. In the following section we briefly

**District of Columbia:**
**Green Collar Jobs Demand Analysis Final Report**

**This report assesses the demand for green jobs and identifies barriers and opportunities for future growth in the green job fields in Washington DC over the next ten years. In addition the report includes focus group data from stakeholders in the field. You may access this report here:**

***http://planning.dc.gov/planning/frames.asp?doc=/planning/lib/planning/green_collar_jobs/dc_green_jobs_final_report.pdf***

describe the force, event, or actor followed by quotes or examples from our interviews.

## Business sector and green industry

Engage leading employers to ascertain what they want from their workforce. Identify skill standards for green jobs and credentialing set by unions and environmental interest organizations.

- "Employers came together with developers and labor unions because they wanted to drive an increase of women and people of color into the industry. The Workforce Investment Board has employers partnered with it to develop training and career pathways. We check if a training pathway makes sense and if jobs are available. If we hadn't done that it would have been hard to identify bigger contractors and subcontractors to make a skill panel. The skill panel reviews curriculum development and is made up of a mixed bag of employers and community-based organizations." John Gardner, Construction Apprenticeship & Workforce Solutions[13]
- "Timing is critical to react to employer's needs." Rhandi Berth, Wisconsin Regional Training Partnership[14]

### External Forces

1. Business Sector and Green Industry
2. Investors and Financial Incentives
3. Educational Infrastructure & Others Doing the Same
4. Geographic Location and Culture
5. Community Participation and "Buy-In"
6. Government Policy and Regulations
7. Political Will and Champions
8. Public Perception and Image
9. Physical Infrastructure

## Investors and financial incentives

Identify possible investors. Successful organizations obtain funding from multiple sources. Diversity allows for reduced risk and vulnerability associated with negative economic and political changes. Funding is directly related to building organizational capacity. Financial capital is needed to enter the green job training industry. To obtain federal funding, track funds through state and local venues. If you are a rural organization contact your local Community Action Agency. Otherwise contact your local Workforce Investment Board, which receives Workforce Investment Act money. To learn more about funding opportunities please read the section "How to apply for funding?" (on page 29).

- "Know your avenues for money. There is a catch-22 in being a city program because there are a lot of grants that cities can't go after" Aaron Durnbaugh, GreenCorps Chicago[15]
- "In Pennsylvania all training money will come through labor and industry. For local funding, identify key contacts that will know where peoples' interests are in the foundation and corporate communities, and stay in touch with them. Read the paper and pay attention to news. If it is in their mission, then apply. If it is part of your focus and priorities then yes, do it." Pam Carunchio, Energy Coordinating Agency[16]

- "Money trickled down to the Louisiana Workforce Investment Board, which is always a good place to look for funding. The investment board should be the first partner to make for start-up money." Suzy Mason, The Louisiana Green Corps[17]

## Education and workforce training infrastructure

Look for existing programs, schools, and educational facilities that are providing services in environmental training or that target the same groups you do. This is important as a way to identify partners and to avoid creating a program that already exists.

- "In terms of training centers, we don't want to do recruitment and job placement because there are other organizations in the area that specialize in this. We have two community colleges in the region – one has an advanced technical education division and is highly respected, so we spent a lot of time talking to them." Pam Carunchio, Energy Coordinating Agency[18]
- "Nonprofits should partner with a union to take advantage of IBEW's experience training solar workers. At the same time, the partnership helps IBEW as nonprofits can expand the union's diversity and help it gain access to the low income population. We did partnerships out in Oakland and allowed nonprofits to do outreach and recruitment and provide us with trainees' work history." Larry Kid, IBEW Local 606[19]

### CASE STUDY: Barriers for Rural Communities

**There are multiple barriers to green jobs programs that are unique to rural communities. Lynn Jungwirth, Executive Director of the Watershed Research and Training Center, said that one barrier is that federal officials are not thinking about green jobs in a rural context yet. Rural communities tend to define green jobs differently than urban communities. According to Maia Enzer of Sustainable Northwest, green jobs activities in rural communities include: managing and restoring the public and private land system; working with biomass; improving energy efficiency; and taking care of the trees, crops, water, farm, soil, etc.**

**One of the largest barriers, according to Enzer, comes from a disconnect in mindset between administrators in different federal agencies, because the "people involved with creating jobs are not involved with managing the land [a large part of rural green jobs], and the people in charge of taking care of the land do not think it is their job to create jobs."**

**Furthermore, green jobs that work in urban areas often are not sustainable in rural areas. For example, it would not be possible to have a sustainable weatherization training program that creates long-term jobs in many small communities because all of the homes would be weatherized within a year or two.**

**Another barrier for rural communities, according to Enzer, is that the Forest Service prefers one large contractor to multiple small ones. Jungwirth pointed out that because the Federal government likes to partner with a large national contractor that can operate a mobile workforce around the country, the jobs created are not local jobs and are only within the community for short periods of time throughout the year.**

## Geographic location, physical environment, and culture

Know your geographic and physical environment. What is your physical environment? What are the land uses and environmental capital in your area? A number of our interviewees mentioned that their community already had good infrastructure that helped support the growth of industries and related jobs. In addition, location and community culture play a part in shaping the green industry and training needs.

- "We have good infrastructure for energy efficiency in Wisconsin already. We have an active state weatherization program, so good data is available for needs assessment." Eric Sundquist, Center on Wisconsin Strategy[20]
- "In rural areas we are dealing with isolation, poverty, and the use of fossil fuels for heating. There is some [green jobs training] that could happen, but people have other types of issues, so dealing with [weatherization] in isolation is a little odd. If you have substandard housing, are you going to weatherize it?" Maia Enzer, Sustainable Northwest[21]

## Community participation

Community participation in all forms was touted as a way to capture local knowledge and create stakeholder buy-in. Local knowledge and stakeholder buy-in ensures trainee participation and, that your organization is meeting the workforce needs of its community.

For example, Sustainable South Bronx started their Bronx Environmental Steward Training Program in response to residents' statements that they needed jobs. While community input is not really used in the job training program, there is currently a community council working towards making changes in the community. They meet monthly and inform the organization and each other on [community] priorities and issues. The organization does policy and advocacy work and uses community input to inform organizational activities.[22]

## Government policy and regulations

At present, energy efficiency and other environmental initiatives are enjoying renewed attention from the federal government, states and the populace. As a potential program provider, it is important for you to identify the state and local policies that impact you. Know what policies might encourage or restrict the growth of your program or sectors for which you provide training. There are federal, state, local and regional policies in place that affect industries, employment needs, and funding for training.

- "Someone also has to pay attention to local policy, like zoning laws, that make it harder or may limit the scale that a program can reach." Jeff Rickert, AFL-CIO[23]
- "There is policy on a lot of levels right now. The federal stimulus money is out there for weatherization. The state (NYS) has policy and plans for retrofitting and New York City has a number of ongoing policies

including benchmarking, NYC2030, and green housing." Sheila Somashekhar, Sustainable South Bronx[24]

- New York State has implemented policies that have created room for employment growth. You can review more environmental policies that can spur green employment growth by visiting the websites for the New York State Department of Environmental Conservation (www.dec.ny.gov) and New York State Energy Research and Development Authority (www.nyserda.org).

### Political Will and Champions

Government officials and community champions can help your program get resources and legitimacy in the community. Recognize and create relationships with these actors.

- "We have been lucky because we have always had support from the Mayor. He was our first backer because he has made the environment and ex-offenders two of his top priorities for the City." Aaron Durnbaugh, Greencorps Chicago
- "New Orleans is a small town and the environmental community knows one another. We had a champion from the Sierra Club whose job was to advocate for environmental programs and to identify potential funding sources. He saw the Request for Proposal and had a relationship with CorpsNetwork. He brought three nonprofits to the table and guided them through the process." Suzy Mason, Louisiana Green Corps[26]

### Public perception and image

Public perception of your organization and your green jobs training program is important. It can affect your ability to attract partners, trainees, and resources.

## Does your organization have the ability to implement a program?

If a green jobs program is viable in your community, the next step is an internal assessment to determine whether it is consistent with your organization's mission and whether you have adequate resources to carry it out.

Assessing your organization's capacity is difficult but it is important to know where capacity gaps are before expanding your programmatic activities. Looking at your ability to implement a program will reveal areas to build on or where partnering with another organization is advantageous.

## Green job training programs capacity issues

Green job training programs have to consider overall capacity, resource capacity, and organizational capacity.

### Overall capacity

Your track record is evidence of your organization's ability to carry out a green job training program, even if your past work has been in a different area. Bob Sheets, Policy Advisor at the Illinois Department of Commerce and Economic Opportunity, describes the importance of an organization's track record. "A proven track record will distinguish an applicant from everyone else. Experience doesn't have to be in the particular area specified by the grant, but some related experience is good. For example, the organization may not have "green" experience, but may be experienced in job training. Where possible, give examples of outreach, placement, retention, training, enrollment. You need to give evidence that you can pull those off. Grant managers have 1000 people that are going to be armchair quarterbacks, so they want to go for sure bets." Bob Sheets, Illinois Department of Commerce and Economic Opportunity[29]

### Resource capacity

Resource capacity is an organization's ability to effectively use, maintain and enhance funding streams. If you want to assess your organization's resource capacity please use our budget tool as a beginning step.

### Organizational capacity

Organizational capacity is an organization's ability to streamline internal operations and increase its efficiency (i.e., decrease overhead costs). Building in this area includes improving the quality of staff and retaining and recruiting quality staff members. For green job training programs, an important aspect of organizational capacity is the program's staff. The diverse training needs require staff who are able to handle them.

# How do I get to implementation?

Building capacity, being responsive, diversifying funding, planning for staffing needs, and forming partnerships are all important steps to implementing a successful program.

### Build capacity

Most organizations do not possess all the resources necessary to carry out a green job training program alone because taking on a new program creates stress and diverts resources from existing activities. An organization can choose to secure more staff and funding or to build capacity by working together with other organizations. Whether to build internally or partner is contingent on your organization's willingness and ability to dedicate its resources to this new activity.

## Be responsive

Successful job training programs collect community information from businesses, residents, trainees, and a number of other sources. Responsiveness is essential to managing your program activities and allocating organizational resources. For example, if you don't have the ability to recognize and adapt quickly to changing needs of the business community, your program will not be useful to trainees. Alternately, lack of information impairs an organization's ability to effectively make decisions.

Rhandi Berth, Associate Director of the Wisconsin Regional Training Partnership, has successfully built capacity to emphasize responsiveness to community needs. She spoke about the importance of having an industry liaison. Her organization constantly assesses the business community's labor needs, and works to meet those needs in real time. This type of work requires a targeted capacity, but has also made the community view them as an invaluable resource.[30]

## Diversify funding

An organization with a large, diverse funding base is able to withstand changes in funders' priorities and varying economic conditions. Diversification allows for flexibility, risk spreading and reduced vulnerability to negative economic and political changes. However, it takes financial analysis, management ability, and financial support to build a funding base. Does your organization have the capability to do this? If not, what are the alternatives?

## CASE STUDY:
## Sustainable South Bronx BEST Program

**Sustainable South Bronx (SSBX) is an environmental justice solutions organization in its eighth year. SSBX's goal is to improve the community by working on green infrastructure, creating green spaces, improving health and meeting the community's social needs.**

**The neighborhood has high poverty rates, high incarceration rates, and suffers from health issues like asthma and diabetes. While collaborating on a neighborhood revitalization plan, community residents told SSBX they needed jobs. SSBX began incorporating green jobs training into their program through the Bronx Environmental Stewardship Training (BEST) program, and using green jobs as a way to benefit the community's health, economic situation, and provide maintenance for the green infrastructure being built for the revitalization project.**

**The SSBX BEST program is mission-driven and focused on long-term goals, not just plugging people into jobs. The objectives are to change community infrastructure and create green space. Employers are viewed as clients who can help SSBX achieve its objectives.**

**The BEST program takes the view that clients should prioritize their training as they would a job. To support this notion, trainees receive a stipend and the program mimics a work environment. Where needed, BEST also provides support services (ex. transportation) and soft skills training.**

**In the first year, BEST was a six month pilot program training in green maintenance and horticulture. The model they employ has changed, and now lasts 14-17 weeks. It incorporates hands-on training and industry recognized certification training. BEST now trains in green sewage, hazardous waste removal, brownfield remediation, and more. In addition, they train on soft skills. All of this training is done in-house.**

**In its first 5 years, the BEST program has produced more than 100 program graduates. Of its graduates, 80% are employed and 15% are engaged in higher education pursuits.**

### Consider staffing needs

To implement your green job training program, you may have to create a new position or rearrange staff responsibilities. For example, you might have to hire or contract multiple trainers skilled in a variety of industries. You might also have to train a current employee to reach out to businesses and manage your organization's relationship with them. If taking on partnerships, you will likely have to designate a liaison who can act as a leader, communicate effectively with partners, and represent the interests of your organization.

### Building up: me or we?

Ultimately, you must identify your organization's abilities and prioritize places where those abilities need to be strengthened for a green job training program. Create strategies addressing how to strengthen those areas. Pay attention to the organization's strengths and identify community organizations that can support your activities. A common theme in our interviews was that all of the organizations work with a partner. Creating partnerships with other institutions inside and outside the community strengthens an organization's ability to provide programs. Within partnerships, organizations can share the functions and work associated with the training program. They can apply for funding together and share the risk of creating a new program.

## Partnerships

Green job training programs are uniquely suited to partnerships as most organizations do not have the comprehensive expertise and capacity needed to run all of the components: recruitment, training, social needs of disadvantaged trainees, and job placement. For example, Greencorps Chicago connects trainees with social service agencies to help them arrange child care or acquire housing if needed.[31] Additionally, the Center on Wisconsin Strategy (COWS) took the lead on designing a job training program and then partnered with the City of Racine, Wisconsin, which had the capacity to run the program on a day-to-day basis.[32] Overall, partnerships are a great way to pool resources and build capacity, networks, and contacts while improving your program's quality and performance. Let the experts in the community do what they do best instead of trying to recreate what they already do well.

**When the Council for Adult and Experiential Learning conducted a feasibility study of a green jobs program in San Antonio, they found that the City already had many of the necessary components in place, they were just not coordinated.**

## What are the benefits of forming a partnership?

Partnerships increase capacity, improve the quality of services, and make for stronger grant applicants. They are also essential for small communities.

### *Builds organizational capacity*

When the Council for Adult and Experiential Learning conducted a feasibility study for a green jobs program in San Antonio, they found that the City already had many of the necessary components in place, they were just not coordinated. In response, the Council for Adult and Experiential Learning partnered the City with the Local Workforce Investment Board which contributed scholarships and public dollars. Additionally, they linked the local community colleges with the university system to set up pathways to meet demand for trained green workers.[33] This is a great example of building capacity by opening the lines of communication and tapping into resources across a community.

> ***"For every program, realize what you have and what you need to bring in partners for.... Get the right partners on board. Organizations that try to figure it out themselves can end up banging their head against the wall and not being able to provide all of the benefits they could."***
>
> **Aaron Durnbaugh, Green Corps Chicago Project Manager**

### *Increases the quality of services*

When considering the components of a job training program, organizations in your community may already know "how to do it, measure it, and what to expect."[34] Good partnerships increase the quality and legitimacy of a program by allowing organizations to play to their strengths.

For example, when Greencorps Chicago began, they subcontracted people who already had weatherization expertise instead of asking staff to learn how to weatherize a home or hiring weatherization experts. This has worked well and they recommend it to other organizations. "For every program, realize what you have and what you need to bring in partners for," Greencorps Chicago Project Manager Aaron Durnbaugh said. "Get the right partners on board. Organizations that try to figure it out themselves can end up banging their head against the wall and not being able to provide all of the benefits they could."[35]

### *Makes you a stronger grant applicant*

Funding agencies tend to support organizations they believe will be "sure bets" based on their past performance.[36] Strong past performance in the key areas of outreach, enrollment, training, retention, and placement will be very helpful, even when done as part of a different program.[37] As discussed in the grants section, this also includes using the most able organization to apply for a grant.

> ***"Rural communities have to work in regional partnerships because that's how the resources exist."***
>
> **Lynn Jungwirth, Watershed Research and Training Center**

*Helps overcome some barriers in rural communities*

If you are in a rural community, consider partnerships with organizations in surrounding communities. By forming a network, small communities can pool resources and place trainees in jobs that benefit their region. The Smart Business Resource Center partnered with organizations in five rural counties to create a summer job training program using ARRA funds.[38] Lynn Jungwirth, Executive Director of the Watershed Research and Training Center, who is part of the partnership wrote that, "Rural communities have to work in regional partnerships because that's how the resources exist."[39] While this will not overcome all of the barriers discussed in the feasibility section, it is a start.

## What organizations make good partners?

According to Ron Ruggiero, an Apollo Alliance Field Director, one of the key foundations for a job training program is setting up the partnership correctly.[40] When looking for partners within your community or surrounding areas, consider not only the strengths of various organizations, but also the relationships of the people leading them, their missions, and the populations they serve. Beyond partnering with nonprofits or government agencies, successful job training programs have had partners from these types of organizations:

- *Businesses:* Many of the most successful job training programs have partnerships with businesses that play a role in the design and implementation of the job training program, according to Mindy Feldbaum, Director of Workforce Development Programs for the Academy for Educational Development (AED) and a former Program Manager at the Department of Labor's Employment and Training Administration.[41] For example, the City of Portland partners with developers

### CASE STUDY: The Green Train

**The Green Train is a workforce development job-training program run by the Northside Collaboratory, part of the Franciscan Collaborative Ministries Organization, in Syracuse, New York. It is aimed at training new Americans and other individuals with traditional barriers to employment for entry-level construction positions. The curriculum is based on standard National Center for Construction Education and Research (NCCER) modules, but has been customized to include weatherization and energy audit training.**

**Fifteen students are selected to complete a tuition-free, 12-week training program. The program takes a holistic approach by providing job readiness and personal development guidance in addition to vocational skills. This guidance includes resume development and interview skills, English language classes and financial advice.**

**The Green Train has just completed its first training cycle. It is currently the only green job training program in Syracuse aimed at community development and poverty alleviation. Its success is largely due to its rich network of supporting organizations. The Green Train works with St. Joseph's Hospital Health Center, CNY Works, the Metropolitan Development Association, OCM BOCES and other local organizations to help fund and operate the program.**

**Oliver Luisi, Program Director, noted the importance of building partners early in the process of developing the program. However, developing partnerships alone will not guarantee your program success. Luisi emphasized that it is vital that someone in your organization take responsibility for implementing the program. Through strategic partnership and strong leadership, The Green Train has created an exemplary green job training program in Central New York.**

which have sway over the subcontractors that hire green job construction workers in the area. The City also asks employers to let them know what their hiring needs are and if the program curriculum being offered is desirable.[42] Additionally, the Apollo Alliance has found that a big motivator for trainees is knowing that there will be work when they graduate.[43]

- *Labor:* Labor organizations have been training their members in apprenticeship programs for decades. Some green jobs programs, such as the Louisiana Green Jobs Corps (LA Green Corps) are pre-apprenticeship programs that prepare disadvantaged populations for a union apprenticeship program by helping trainees with soft skills and improving their math and reading abilities.[44] One benefit of sending trainees through a union apprenticeship training program is that they will not only be trained with green job skills, such as installing solar panels, but will also have the skills to be employed on any construction site when there is not a current green jobs project within the community.[45] This is discussed further in a case study in the Implementation section (pg. 37).

- *Social Service Agencies:* Often, social service agencies are used to help disadvantaged trainees in other areas of their life that affect their work readiness. In her experiences with successful job training programs, Mindy Feldbaum of AED has found that for some populations the wrap-around-services component is essential to minimizing or alleviating barriers to employment. "Without housing or transportation it can become impossible to keep a job. A good job training program, green or not, needs to ensure that [the trainees] have the right skills and competencies and invest in the case management services that will keep them employed. It is one thing to get a job and another to sustain it," she said.[46]

**CNY Works, the One-Stop Center in Syracuse New York, has an active coalition of community colleges, labor unions, local government agencies, and other groups focused on assisting underserved populations. Guided by the local WIB, CNY Works provides long term career planning, skills assessment, and training services for dislocated workers and the chronically unemployed.**

- *Workforce Investment Boards & One-Stop Centers:* Workforce Investment Boards (WIBs) are the local agencies that direct government funding to employment programs and activities. Each WIB has representatives from local businesses, educational institutions, labor unions, and other organizations that have expertise about local economic and labor force conditions. WIBs are discussed further in the Grants section of this report.[47]

  In addition to directing funding, WIBs oversee local One-Stop Career Centers, regional career centers that exist across the country to provide job search and placement services. According to the Tompkins County Workforce Investment Board, One-Stop Career Centers are a good resource to tap into because they already have a captive audience of job seekers, a network of partners, and experience with job placement.[48]

- *Educational Institutions:* It is common to see partnerships with educational institutions that provide trainers, help develop the curriculum, or help trainees with math and reading skills. For example, the Energy Coordinating Agency (ECA) in Philadelphia contracts with a community college to teach applied math and literacy to their trainees.[49]
- *Judicial System:* Consider using the judicial system for recruiting trainees if one of your target populations is ex-offenders. LA Green Corps partners with sheriff's offices, judges, and drug courts for this reason.[50]
- *Community Groups:* Community groups can help expand a partnership's network or create grassroots support for a green jobs program within the community. For example, Tompkins Community Action partnered with the County's workforce investment board and is sending youth door to door to educate homeowners about the benefits of energy efficiency.[51]

### *What About Rural Communities?*

For rural communities in particular, Lynn Jungwirth, Executive Director of the Watershed Research and Training Center, suggests forming a partnership with Department of Labor providers, community colleges, landowners, and youth programs that governments like to fund, such as the Student Conservation Association and the Youth Conservation Corps.[52]

## What should be considered before reaching out to partners?

While there are many benefits to partnerships, make sure you are thoughtful about the coalition that comes to the table. Take the time to answer the questions in the sidebar before inviting groups to partner or join a partnership because building and maintaining a partnership takes time, effort, and the right mix of committed organizations and personalities.

### Questions to ask before forming a partnership

- Can you do it yourself or do you need to develop capacity?
- How much control would you have to give up?
- What do the partners bring to the table?
- What would a partnership enable you to accomplish beyond the alternatives?
- Who are the key stakeholders and what are their expectations?
- Who has the credibility and capacity to do this?
- Are you ready to hitch your reputation to another organization?
- Do you trust the partner's motives and competence?
- How will other allies and partners respond?
- How efficient is the partnership?[53]

## What are the basics for creating a productive partnership?

It is important for partners to discuss who should be at the table, how decisions will be made, how issues will be communicated between meetings, and how the finances will be handled. Make these decisions before developing the project plan (discussed in Planning For Your Green Jobs Program section) so that everyone involved knows the ground rules and how the coalition will interact and function.

### Have the right people at the table

- *Decision Makers:* Each organization needs to have a participant who can accept an agreement on behalf of their home organization. If deals that are worked out at the partnership meeting are contingent on approval by multiple people not present, it will undermine trust among the group and create frustration when some partners come back to the table with changing demands.[54]
- *Program Experts:* Representatives at the table must be knowledgeable about the programming their organization is offering to the group and their organization's capacity. This may not be the same person as the decision maker; if it is not, both should be involved.
- *Green Jobs Program Champions:* Representatives need to be champions of the program and its goals within their own organizations. Program champions can also come from outside of the coalition that operates the program on a daily basis. For example, the LA Green Corps started because someone from a local Sierra Club chapter brought the three nonprofits to the table and guided them through the process of designing a program and applying for funding.[55]

Additionally, to help all meetings run smoothly, there should be consistency in the representa-

### PARTNERSHIPS CASE STUDY
### Louisiana Green Corps (LA Green Corps)

**LA Green Corps is a green job skills training program for New Orleans area youth that is funded through a Corps Network grant. The Sierra Club facilitated the partnership that now runs the program and has acted as its champion. The program, like a pre-apprenticeship program, matches trainees with employer partners at the end of their three month training. LA Green Corps also partners with judges, the drug court, and local GED programs.**

**The roles within the partnership were defined based on each organization's unique strengths. The Arc of Greater New Orleans plays a fiduciary role because it already had financial checks and balances in place and had experience with audits. The Alliance for Affordability, a consumer advocacy organization, fulfills the education and advocacy component and organizes volunteers and trainees. The Old Building Center provides its warehouse as a workforce training facility. These three nonprofits operate under a Memorandum of Understanding (MOU) and have an advisory leadership council that meets frequently to make decisions. They plan on putting more structure into their MOU for their next grant and are considering registering as a separate nonprofit.**

**They have made their program stronger over time as they have undergone trial and error experiences. They have found a GED program to help improve their education component and are looking into adding a formal Occupational Safety and Health Administration (OSHA) certification component. They are also hoping to expand the training from three to six months. LA Green Corps has celebrated many small wins along the way and is continuing to fine-tune their program going forward.**

tives that attend. Otherwise, too much time must be spent bringing everyone up to speed and recapping what happened in the past.[56] Consistency helps build relationships and allows for a sense of "we" to develop. This is important because representatives need to not only look out for their organization, but also the partnership as a whole.[57]

> ***"The strength of the coalition comes from the act of participation of its members and if one more members are not supportive, it is very hard for the coalition to move forward without splitting."***
>
> **Ron Ruggiero, Field Director, Apollo Alliance**

## Choose a decision making structure

While a partnership may be formed over a common goal that is bigger than each organization individually, the organizations each may have different opinions or priorities on how to reach that goal.[58] It is important that the partnership not only acknowledges this, but decides the ground rules for reaching a consensus before the group starts debating program outcomes and how to get there. An explicit structure for decision-making will help increase trust among the partnership because it allows all participants to know where they stand and what they have influence over.[59]

> **Principled Negotiation from the Harvard Negotiation Project**
>
> - Separate people from the problem (address the substance of the dispute rather than get bogged down in interpersonal conflict).
> - Focus on interests, not positions (consider basic human needs for security, economic well-being, belonging to a social group, recognition, and autonomy or control over one's circumstances).
> - Invent options for mutual gain (identify ways to enlarge the pie, engage in systematic brainstorming to generate many ideas).
> - Use objective criteria (at impasse, make principled arguments based on standards from professional, legal, moral, and ethical sources).
>
> **Source: Fisher, Ury, and Patton, 1991**

The Apollo Alliance, which is primarily involved in forming and facilitating green jobs coalitions, requires all of their coalitions to operate by consensus. According to Ron Ruggiero, an Apollo Alliance Field Director, "the strength of the coalition comes from the active participation of its members and if one or more members are not supportive, it is very hard for the coalition to move forward without splitting."[60]

Coming to consensus can be difficult. Best practices show that the best way to achieve consensus is by talking about the interests behind positions instead of the positions themselves. Make it clear that coming to a consensus is not about bargaining; it is about making everyone happy. A feeling that there are winners and losers does not create buy-in among partners.[61]

## Create open channels of communication

A short weekly meeting allows organizations to check-in with each other. This creates a sense of accountability and will help keep the green jobs program on-track. LA Green Corps recommends frequent meetings that talk about what the program is actually doing (not just meetings on broader strategies or general updates).[62] Keeping the channels of communication open is essential in communicating progress and problems and anticipating future needs.

### Determine financial responsibilities

Determining the distribution of financial responsibilities amongst partners can be very complicated. While some organizations may be willing to contribute a sizable amount of money to the job training program, others may wish to avoid financial responsibility as much as possible.

### Establish who is responsible for managing the finances

The organization chosen to manage the finances may not be the same organization that contributes the most money to the program. While some organizations may want to manage the finances to retain control over revenue streams, capacity must be the first criteria. This is especially true since the ability to handle finances makes an organization a more attractive grant recipient. LA Green Corps, which consists of three partnering organizations, selected The Arc of GNO (The Arc) as the organization responsible for finances purely because they were the only partner that could handle a large grant of $950,000. "Other organizations did not have financial checks and balances in place for cash flow and did not have a history with audits, so The Arc was the obvious fiduciary partner," Suzy Mason, Program Manager of LA Green Corps said. Five percent of the grant is given to The Arc for conducting these administrative services.[63]

## What helps partnerships operate effectively?

Partnerships operate more smoothly when roles are defined, performance measures are determined and agreed upon, and success, categorized by small wins, is celebrated as a team. Defined roles

### CASE STUDY: Greencorps Chicago

**Greencorps Chicago is the city of Chicago's green job training program, created in 1994. While it began as a way to beautify the city and employ workers for six to nine months a year, it has evolved into a program that focuses on long-term job placement and trains workers in four specializations: landscaping and horticulture, brownfield remediation, electronics and computer recycling, and home weatherization.**

**Instead of trying to be an expert in everything, Greencorps has formed many partnerships over the years by bringing in subcontractors with expertise. It has contracted with partners to train workers in weatherization, provide social services to their crew members, improve the education of their workers, and to employ trainees at the end of the program. Greencorps has 40 agencies that refer potential trainees to it.**

**Over the years, Greencorps has learned the importance of bringing together the right partners and strongly recommends this to smaller agencies. Green jobs training in general, and particularly for their target population of ex-offenders and the unemployed, involves so many complexities that their program manager described it as "taking a village." Their program focuses not only on training to work on green jobs, but also on soft skills such as communication, leadership, and teamwork.**

**While Greencorps has always had good partner relationships, it formalized them with new, more discrete, contracts in 2005. Greencorps wishes it would have formed contracts with its partners sooner and recommends this to other organizations because it increased expectations and took the assumptions out of the relationship.**

help all of the partners understand where each organization fits in and how it contributes to the partnership.[64] Tracking performance leads to a mobilized and motivated effort to reach performance goals and focuses attention, action and resources toward them.[65] This is discussed further in the program evaluation section. Additionally, making step-by-step commitments and following through will allow trust and momentum to build while adjustments are made along the way.[66]

Another step to help partnerships operate effectively is to formalize the relationship. While not all partnerships choose to have a Memorandum of Understanding (MOU), those that have chosen to use one strongly recommend it to others as a way to take assumptions out of the relationship. Greencorps Chicago operated with partners informally for over a decade before deciding to formalize their partnerships. They have been very pleased with the results.[67]

A formal contract does not mean that organizations cannot adapt to changes.[68] Flexibility can be built into the contract.[69] For example, the LA Green Corps has chosen to amend their MOU before applying for the next grant in order to include new priorities and expectations that have developed along the way.[70]

> ***"The two largest challenges are dividing labor wisely and then coordinating it effectively."***
>
> **Xavier de Souza Briggs, 2003**

MOUs may include a mission statement, financial arrangements, rules to be followed regarding decision-making, responsibilities of partners, and general rules for governing the partnership.[71] Sample MOUs and suggestions for developing them can be found in Appendix B.

## How common are partnerships?

For green job training programs, partnerships are the norm. In fact, all of the job training programs that we interviewed operated through coalitions. Partnerships are seen as an ideal way to efficiently increase capacity, share resources, and improve coordination between members of a community that have the same end goal. They also allow for organizations to play to their strengths, which not only produces a higher quality program, but makes the coalition more competitive when applying for grant funding.

# 4 Planning for Your Green Jobs Program

After you form your coalition, it is time to begin planning your program. There are three different elements to planning included in this report: developing a project plan, creating a budget, and applying for funding. We also discuss sustainability in this section, since these planning documents are directly relevant to sustaining your program over the long-term.

## How do you plan a program?

A project plan is a document that lays out your program's goals, the outcomes you expect to achieve through those goals, and all of your key program activities that will achieve the stated outcomes. Developing a project plan is an essential and often overlooked step in effective program implementation. This is especially true in the area of job training where flexibility and an awareness of community needs can directly impact your program's success. Once you have done some planning, you can use evaluation to determine whether your program activities are achieving the expected results. To see how one organization structured a plan for its activities, go to Appendix G.

### If you have never developed a project plan, follow these steps:

First, develop your goals. Green jobs programs are especially challenging in this regard because they usually involve two different goals: environmental improvement and job creation. In addition, job training programs sometimes focus on serving disadvantaged populations, thus adding a social welfare goal. You will have to determine how many resources to devote to each goal and may pick one goal as predominant over the other, depending on the availability of resources. When determining which goal takes priority, take direction from the community. Use the assessment you did to determine the needs and then focus on meeting those needs.

**Steps to develop a project plan:**

1. Develop your goals
2. Develop activities that meet your outcomes
3. Develop interim and short-term outcomes

Next, develop interim and short-term outcomes. It is difficult to link the day-to-day activities of your program directly to the long-term goals, but this step helps you keep them in sight. For example, if the long-term goal is to improve economic opportunities, then your interim outcome is to decrease unemployment and your short-term outcome is to place a specific number of previously unemployed workers into jobs.[72]

Finally, develop activities that link to your outcomes. Think about the specific problems that your outcomes are meant to fix, and think through activities that would fix those problems. Activities include outreach, specific training, and partnership development.

## Evaluation's role in planning

Later in this report we will discuss designing an evaluation of your program, but it is relevant to mention how evaluation interacts with the project plan. After identifying your long-term goals, outcomes, and program activities you must develop measures to determine whether your activities are having the desired impact. For example, when your outcome is to decrease unemployment, an evaluation will tell you whether trainees placed in jobs are remaining employed, and for what length of time. If you find through the evaluation that trainees are maintaining employment for only six months, you can modify your activities to better meet the outcome, and then evaluate whether the change in activity has had an impact. This iterative process is often needed before any organization can perfect its plan.

**Remember: You cannot measure a moving target. Build your performance measures into your project plan, and formalize the specific measures and the outcomes they evaluate before you even begin your project.**

The measures you build into the project plan must be formalized and agreed to by all involved parties. The measures themselves must also be as specific as possible. For example, a measure could be an intake form that asks for trainees' race and national origin. This measure then lets you evaluate a specific achievement you intend for your program – such as serving minority populations. This example also highlights an important concept: performance measures must be developed at the outset of your project planning. Once you begin a program, you cannot go back and measure your baseline to effectively gauge your project's impact.

## Things to consider when developing your plan:

1. *Make time for planning.* Many organizations get frustrated with strategic planning because it takes away time and resources that could be spent implementing the program. However, this type of strategic planning, done at the beginning of a project, can help an organization distribute and leverage their resources most effectively; it can also help crystallize the program intent. This is especially important when working with partner organizations, where goals and responsibilities can get confused.

2. *Involve key stakeholders and staff in planning.* Community stakeholders and partnering organizations give legitimacy to your project plan, and also bring different perspectives that can help you better decide which areas are most important to address – and how to effectively address them. Your staff will be implementing this plan, and will thus need to

fully understand and contribute to it. As the people who will be dealing with the day-to-day problems, they will have a unique and important perspective on the effectiveness of activities.

3. *Use a structured thought process to develop your plan.* Think through:
   - What is the purpose of our program?
   - What is the mission of our organization?
   - What are the goals to pursue that are aligned with policy intent?
   - Are there several strategies we could pursue for each goal?
   - In what ways can we assign ownership for goals?
   - What are the organizational considerations to be accounted for?[73]
4. *Be willing to make revisions as the situation changes.* Because of the fluidity in community needs, be willing to adjust expectations. Consider building flexibility into your plan by making relevancy a goal. However, do not change the outcomes of the program, or else you will lose your ability to evaluate your own effectiveness. Rather, change the methods you use to reach your outcomes.
5. *Make sure to include some easy wins.* Organizations need momentum, and employees need encouragement. As mentioned in the partnership section, partners need a way to gauge whether their partnership is the most effective use of their resources.
6. *Think specifically about the capacity you need to meet your goals.* If the focus of the program is only on green job training, then the emphasis should be on adding green expertise to existing trained populations in that field. However, if the goal is to build skills among unemployed populations while increasing the number of green collar workers, then social work is a necessary component of the job training program. Some (but not all) green jobs are highly skilled, such as electricians.[74] If a secondary goal is to work with the unemployed and unskilled population, you have to be prepared to expend more resources to help them meet skill requirements and get placed into jobs.

## How do I create an effective budget?

In many ways, budgets are the blueprints for organizations. When drafted correctly, they can be used to apply for funding (i.e. grants), set up organizational structure and bookkeeping protocol, and evaluate financial performance. However, as you may know, budgeting is not as simple as entering data into a spreadsheet.

There are many complexities to the budgeting process that must be understood before crunching numbers. In the following section we have identified many of the common pitfalls in budgeting for green jobs programs.

We also provide an abstract for our downloadable budget template, which addresses many of the drawbacks we observed in existing program budgets.

## What are the common pitfalls in green job program budgets?

Many of the green job training program budgets we have reviewed have noteworthy gaps. Missing items include: multi-year projections, breakdowns of fringe benefits, and indirect costs line items, among others. In the following paragraphs we will underscore why such omissions can compromise a program budget and, ultimately, an organization.

*Multi-year projections:* Multi-year projections are important because they affect your ability to successfully compete for grants. Without multi-year projections, programs cannot accurately budget for future revenues and expenses. For instance, a program that will receive future funding outside of the current fiscal year cannot list that funding in the current year's budget. As a result, the financial sustainability of the program and its ability to diversify its funding may be limited because the budget does not reflect future expected revenues. Grantors are far less likely to award a grant to a program that has not demonstrated long term sustainability beyond the current year.

*Fringe Benefit Calculations:* Incorrectly budgeting for fringe benefits, which are admittedly very complicated, can present an enormous unforeseen liability on a green job training program's balance sheet. In our review of green job training programs, we have found that program budgets often list fringe benefits as a single percentage of payroll. Unfortunately, these percentages are often underestimated. For example, one budget cited their fringe benefits for trainers as less than 12.55%. Yet, three of the five statutory benefits amount to a minimum of 12.55% (FICA, FUTA, and SUT), and this figure does not account for two other mandatory benefits – workers compensation insurance and short-term disability. It is important, therefore, to properly budget for all benefits, and especially mandatory benefits, in order to avoid unforeseen liabilities.

*Indirect Costs:* Finally, many program budgets do not list indirect costs. This is particularly important for green job training programs, as many are run by organizations that manage multiple programs and have several partners. If an organization can effectively account for indirect costs, it will be able to receive compensation for services rendered and recover the costs of staff time and resources. For example, a non-profit that contracts out to a community college for training should factor into their costs any time spent administering payroll for the community college trainers. In doing so, they can negotiate a better contract or present a case for a greater grant award.

The previous examples are not an exhaustive list of omissions found in green job training program budgets. They are, however, glaring and common deficiencies that should be addressed when drafting your budget.

## What can I do to design or improve my program's budget?

As a guide to preparing a program budget, we have created a flexible template that can be used during both the funding and implementation stages.

Users of the budget template, regardless of their background, can enter required data seamlessly into the workbook, and calculations for the more complex aspects of a budget will be automatically generated. For example, users can enter the number of trainees and the number of trainees per trainer, and the total amount of trainers to be employed will be calculated. Additionally, once the number of trainers is established, users can enter average hours per week, hourly pay, and weeks worked in a year, and trainer payroll will be automatically generated. The above illustrations are a just a few examples of the features built into the budget template.

**To download this template please visit:**
***http://cepa.maxwell.syr.edu/pages/greenprint/***

The template has two printable products: the *Income Statement* and *Grant Allocation* spreadsheets, both of which make projections for the next five years. Additionally, both spreadsheets are accompanied by a user-friendly manual embedded within the workbook which outlines and simplifies various budget complexities such as fringe benefit calculations.

The *Income Statement* will aid organizations in quantifying organizational priorities and will highlight an organizations conformity to non-profit accountability standards put forth by the Better Business Bureau. In turn, the *Income Statement* will create a flexible financial roadmap.

The *Grant Allocation* spreadsheet will assist organizations in both assessing the feasibility of a green jobs program as well as in creating a printable product for seeking grant funding. The *Grant Allocation* spreadsheet list grant requests by the *Income Statement's* line items and again incorporates the Better Business Bureau's non-profit accountability standards.

# How do you apply for funding?

Green job training programs are often funded by grants from a wide range of federal and state agencies focused on creating economic prosperity, improving environmental quality, and/or reducing energy usage. Many of these grant programs have substantial budgets sometimes ranging into the billions of dollars, with individual award amounts ranging from $50,000 to $1 million or more. Additionally, ARRA contains $500 million dollars specifically for green job training programs. These funds will be made available through a series of grant applications that has already begun.

## Types of grants

There are two main categories of government grants: formula grants and competitive grants. Formula grants are allocated to states by the federal government for specific projects such as training underprivileged or dislocated workers. These grants are noncompetitive, meaning your organization does not apply directly to the U.S. government. Instead, formula grants are routed through state agencies and governmental agencies. For example, the U.S. Department of Labor administers Workforce Investment Act (WIA) funds through local Workforce Investment Boards.[75] Contact your local government official and Workforce Investment Board for information about formula grants for which your project may qualify. Find your nearest WIB at www.servicelocator.org.

Competitive grants are issued by government agencies, foundations, private companies, and educational institutions. The issuing organization accepts applications until a set deadline. Winning grant recipients are then chosen based on the strength of their applications, the degree to which their projects match the purpose of the grant, and the likelihood that the projects will succeed. Step by step instructions for finding and applying for competitive federal grants are included at the end of this chapter.

While this report is mainly focused on government grant opportunities, successful organizations often pursue grants through foundations and private companies as well. Applying for grants from foundations and other organizations is similar to government grants, but is generally a shorter and simpler process.[76] For a database of grant-making foundations, visit www.foundationcenter.org. This site has a range of service options with corresponding prices. Alternatively, your local public or university library may provide access to a similar database free of charge.

## How to look like a good grant applicant

To increase the chances that your organization will secure enough funding to carry out its desired programs, pursue as many grants as is practical from a variety of sources. Grantors are more apt to provide funding to a program that can prove that it has multiple sources of financial support, along with a history of spending funds wisely. According to Bob Sheets of the Illinois Department of Commerce and Economic Opportunity, "This is especially true for ARRA money because it needs to be spent quickly and effectively, since any failures will be visible to the many people carefully tracking these funds." Says Sheets, "Grant managers have 1000 people that are going to be armchair quarterbacks, so they want to go for sure bets."[77]

***"Grant managers have 1000 people that are going to be armchair quarterbacks, so they want to go for sure bets."***

**- Bob Sheets, Illinois Department of Commerce and Economic Opportunity**

When possible, consider using an experienced grant writer to complete your application. Most grantors, particularly government agencies, require very detailed information that must be submitted in a particular format and must address specific issues of particular concern to the grantor. An experienced grant writer will know what needs to be done, can help guide you through the process and will have a good understanding of how to communicate your objectives to the issuing agency. Melissa Young, Program Director for Environmental Finance Center, says “The list of required documents in a federal grant application can be quite long. It is helpful to have someone checking your work as you go to make sure everything is included and filled out correctly.”[78]

“Even more important than an experienced grant writer,” says Sheets, “is that you partner with someone with a proven track record.”[79] As discussed in the Partnerships section, if the project will be done through a coalition, an important decision when applying for competitive grants is which member should be designated as the lead organization. It is usually good to choose the partner with the strongest history of carrying out grant-funded programs. For example, when the Chicagoland Green Collar Jobs Initiative (CGCJI) applied for its grant from the Grand Victoria Foundation, it listed the Local Economic and Employment Development (LEED) Council as a fiduciary agent. The Chicago LEED Council has been in existence since 1982 and had already used funding from dozens of other sources to carry out successful economic development projects. Their role as grant writer was instrumental to the CGCJI procuring funding.[80]

Another critical step is to develop a detailed budget. The required documents for each grant application vary but a budget is always necessary. As discussed in previous sections, your budget will be informed by the project goals and funding streams identified in your strategic plan. A budget that illustrates diverse sources of sustainable funding will help your organization win the grants it seeks.

## How to apply for a federal grant: step-by-step instructions

### *Preliminary steps*

Get a Dun and Bradstreet D-U-N-S or DUNS number. The DUNS numbering system provides a unique nine-digit identification number to any business or organization. As of October 1, 2003, all applicants seeking federal grants must

### CASE STUDY: Chicagoland Green Collar Jobs Initiative

**In 2007, Chicago’s Wilbur Wright College partnered with the Chicago LEED Council and six other organizations to form the Chicagoland Green Collar Jobs Initiative (CGCJI). Now the coalition has over 50 partners. The coalition’s goal is to create a market for green jobs, while simultaneously supporting educational programs to train workers. CGCJI held its first green jobs summit in December of 2007 with an audience of 150. Two days later, CGCJI sent a letter to the Grand Victoria Foundation stating their intent to apply for an economic development grant. They won the grant in April of 2008.**

**“Our application was successful for a number of reasons,” says Dr. Victoria Cooper, Principal Investigator of CGCJI’s Environmental Technology Program. “First of all, we had a broad-based coalition with partners in many sectors, including business groups, workforce development, educational institutions, and government. We also needed a non-profit to apply for the grant to be eligible, and we found a winner in the LEED Council. They have been around for many years and have a good history of using grant funds productively. I don’t think we could have gotten the grant if it weren’t for LEED.”**

**CGCJI used the Grand Victoria Foundation grant to enhance Wilbur Wright College’s green job training program and create a central clearinghouse of information about green jobs. Within a year of receiving the funds, they held another conference, this time drawing over 375 attendees.**

possess a DUNS number. Apply at www.dnb.com. The online application is free, but can take up to 30 days to process. [NOTE: Obtaining a DUNS number places your organization on Dun and Bradstreet's marketing list, which is sold. You can request to be omitted from this list during your application.]

Organizations wishing to apply for federal grants must also register with Central Contract Registration, or CCR. CCR collects, stores and disseminates data in support of agency acquisition missions. Register at www.ccr.gov. To register with CCR, you must possess a Taxpayer Identification Number (TIN). In the case of single proprietorships, this can be a Social Security Number. Others must use an Employer Identification Number (EIN), which can be obtained from the Internal Revenue Service at www.irs.gov. Please note that while the IRS may issue your organization an EIN on the same day as your application, your EIN will be activated for use with CCR after roughly two weeks.

In recent years, the federal government has made an effort to consolidate the grant application process. The bulk of competitive federal grants applications are completed through www.grants.gov. To apply, your organization must be registered. Register by visiting www.grants.gov and clicking the "Get Registered" link located under "For Applicants" on the left side of the webpage. This application is free.

With the passage of ARRA in 2009, www.grants.gov was threatened by an inundation of applications. As a result, the U.S. Government announced that some agencies may revert to alternate systems for processing grant applications. The list of agencies includes the Department of Education, Department of Energy, Department of Housing and Urban Development, Department of Transportation, and the Environmental Protection Agency. While ARRA funds are being distributed, applicants must pay careful attention to the instructions specified by each grant to assure that they follow the correct process.

To view and apply for opportunities on www.grants.gov, you will need to download two computer programs: PureEdge Viewer and Adobe Reader. Links to both are available by clicking "Download Software" under the "Help" tab on the left side of the www.grants.gov main page.

Some agencies, such as the Department of Energy (DoE), advertise grant opportunities through a new online database called FedConnect. For example, DoE's Energy Efficiency Community Block Grants are only routed through FedConnect. To apply for these grants and others, you will need to register at www.fedconnect.net. This process takes roughly 10 days.

### *Finding grants*

Search www.grants.gov for available grant opportunities, and record the desired grant's Funding Opportunity Number (FON).

Some government agencies publish grant information in the Federal Register or on their own websites before loading grant information onto www.grants.gov. The Federal Register is updated daily and is available at most public libraries, or online at www.gpoaccess.gov/fr/.

The Catalog of Federal Domestic Assistance (CFDA) lists many of the same federal grants as www.grants.gov, although in less detail. It also serves as a database for other kinds of financing options, such as loans. Access the CFDA at www.cfda.gov.

Newly available grants are announced in the Weekly Federal Funding Report, available at www.house.gov/ffr/federal_funding_reports.shtml.

Check with your local Workforce Investment Board for Department of Labor Funds that may be available through your state. A database of Workforce Investment Boards, searchable by city and state, is available at www.servicelocator.org.

### *Researching past winners*

An excellent strategy for learning how to win the specific grants your organization has identified is to learn as much as you can about the programs that won funding in the past. Each government agency generally publishes descriptions of winning projects on their own website to foster transparency and trust in government. Alternatively, search for the name of the grant at www.google.com, and you will likely find particulars about past winners.

### *Starting your application*

Download your grant application package from www.grants.gov. Under "For Applicants" on the left side of your browser window, click "Apply for Grants." You will be able to find the proper application package by Funding Opportunity Number or CFDA Number.

Once you have downloaded the proper grant application package, be sure to read the instructions because they often vary between programs. Each application from www.grants.gov has a cover page that lists all the required documents for that application.

You may save your application and work offline at any time by clicking the "Save" button. NOTE: Any member of your organization or other individual who works on the application must use the compatible Adobe Reader software, version 8.1.1 or later, or there will be submission errors. Links to Adobe's website for a free download of their Reader software is provided in many locations throughout www.grants.gov.

### *Filling out your application*

Required forms are listed in the "Mandatory Documents" window on the grant application main page. To complete a mandatory document, first click it with your mouse, then click the "Move Form to Complete" button next to the "Mandatory Documents" window. The document is then transferred to the "Mandatory Documents for Submission" window.

Next, click on the appropriate document in the "Mandatory Documents for Submission" window, then click the "Open Form" button. The document then opens in the application. To proceed to the next page of the form, click the "Next" button, or scroll down. Each page of the application form has buttons to print the page or learn more information about the form itself, should you need it.

To avoid losing your work, click the "Save" button on the cover page. Clicking "Save" will preserve your progress on the form so far, but will not submit it. Be sure to save your application often. To access the cover page, click the "Close Form" button or use the scroll tool to move up the page.

In most mandatory forms, there are locations within the form to add attachments. If so, there will usually be buttons for adding, viewing or deleting the attachments.

### *Completing your application*

Once you have filled out all the mandatory fields and added all necessary attachments, click the "Check Document for Errors" button. Doing so will alert you to any required fields that have not been completed. However, this function will not find errors in spelling, grammar, or punctuation. If possible, have an experienced editor look over your application before submission.

After any errors have been corrected, the "Save and Submit" button will become active. When you click it, you will be required to save your application once more and login with your www.grants.gov username and password. At that point, your application will be submitted.

Once your completed application is received by the funding agency, you will receive email notification from www.grants.gov. This email will include a date and time stamp of your submittal, as well as a tracking number.

www.grants.gov may take up to 48 hours to forward your submission to the issuing agency. You will receive an additional email once the agency has received all of your required documents. Conversely, you will receive an email noting any errors if your application is missing necessary components.

You may track the status of your application by logging in to www.grants.gov and clicking "Track Package" under "For Applicants."

For more information, visit the "Help" section of www.grants.gov, call the help desk at 1-800-518-4726 Monday—Friday, 7 a.m.—9 p.m. EST, or email support@grants.gov.

## How do you sustain your program?

An equally important part of implementing a program is creating self-sufficiency and sustainability. Sustaining an organization means evaluating it to determine whether it is accomplishing its goals and maintaining financial health in the long term. Mindy Feldbaum, Director of Workforce Development Programs for the Academy for Educational Development (AED), stated that one of the most common mistakes made by green job training programs is forgetting to think about sustainability from the outset.[81]

Financial planning is essential to your sustainability. The term "financial planning," however, does not simply refer to cash management and bookkeeping for the organization as a whole. To successfully plan for the financial future, the organization with fiduciary responsibility over a program must also generate and analyze financial statements that project future revenues and expenses for the green job training project specifically.

There are two main reasons for such an approach: First, by generating financial statements for a program, as opposed to the organization at large, the program's budget will become isolated and thus more transparent. This will enable partners to more easily grasp their financial responsibilities for the program in question. Moreover, the program will be more attractive to funders because its budget will be easier to read. This transparency reduces accounting problems if you are audited. Second, budgeting for individual projects also enables you to budget for future shortfalls caused by either the economic climate or a loss of revenue or gift-in-kind. Some specific examples to consider for sustainable financial planning are:

- *Contingency Fund (typically 2% to 5% of budget):* A contingency fund is a "rainy day" or easily liquidated fund that allows you to pay down liabilities without opening a line of credit or taking a short or long-term loan. It is important to note that a contingency fund should be used sparingly so it does not become a slush fund.
- *Diversified Revenue:* Don't become overly reliant on one revenue source, especially non-own source revenue, such as grant dollars. Longevity is possible with one revenue source, but far less likely than if you have multiple revenue streams.
- *Projections for replacements to in-kinds:* In-kinds, such as donated office space, are discretionary donations that can be taken away if there are no contractual arrangements, such as a MOU. As such, it is important to project expenses in an alternative budget if in-kinds are no longer realized.

Financial planning combined with project planning, evaluation, and connection with the community can help keep you sustainable. Specifically:

- Add administrative activities into your project plan to clarify your organization's trajectory. For example, write financial self-sufficiency goals and partnership benchmarks into your plan. This will help you build sustainability into your project plan as a key goal.
- Use evaluation to determine the utility of your activities. Evaluation, which is discussed in detail later in the report, helps you isolate ways to be more relevant and useful to the community. Using this information to adapt is essential, in order to be sustainable you want the community to see you as relevant and keep supporting your efforts.
- Set up structures to allow regular assessment of community needs so your organization can stay relevant and provide useful service. For example, if weatherizing homes is a community priority, develop training for those skills. If Brownfield cleanup suddenly becomes a bigger priority, make sure you are the first one ready to meet that training need.

# 5 Implementing Your Green Jobs Program

We've discussed the importance of creating structures and resources that allow your program to be successful, but this section will focus on how to follow-through with the program and run it successfully. There are three different ways we will approach management. First, we will provide some best practices in job training programs and discuss how they relate to green-specific job training. Second, we will discuss what staff development is needed. And finally, we will touch on job placement strategies.

> ***"Everyone knows how to come up with a great plan, but when it comes to implementation, they just don't know how to use the system or work the system."***
>
> **Rhandi Berth, Wisconsin Regional Training Partnership**

## How do I implement a job training program?

There are some common elements in job training programs. Public/Private Ventures conducted a study of job training programs to see what a successful job training program looks like. Commonalities included:

1. Employment guarantees prior to training, rather than providing training with the hopes of future employment.
2. Pre-screening for qualifications beyond the job training itself, such as interpersonal skills and certifications.
3. Integrated training, covering both technical skills directly related to the job at hand, and softer skills that are helpful in any occupation – including math, reading, and job readiness.
4. Social supports to help disadvantaged trainees get work-ready. For example, developing ways to eliminate barriers like transportation and lack of childcare.
5. The ability to make changes quickly to curricula depending on community needs. This flexibility means there is usually a network of potential trainers ready in the area, with varying types of technical expertise.[82]

Below are different strategies that are specific to green job training programs and can help you meet the goals outlined above.

### Building relationships with employers and the community

To build a quality relationship with employers, you want to design a green jobs program that trains workers to meet the needs of local employers. There are three tiers of skills that employers want, as shown in the figure

## Case Study: Wisconsin Regional Training Partnership

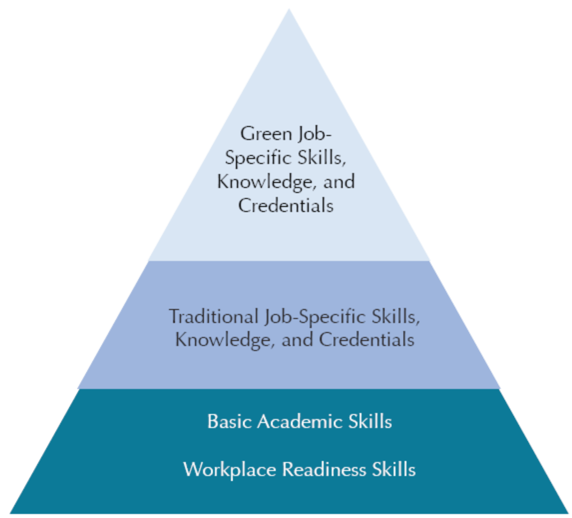
**The Wisconsin Regional Training Partnership (WRTP) began in the 1990s and is a collaborative effort of unions, businesses and the community. The WRTP acts as a clearinghouse for information on worker certifications and employer needs, and has a network of 300 community-based partners that are focused on getting people work ready. This network eliminates barriers to employment and assists WRTP in recruitment. WRTP then moves trainees from work ready to industry and employer ready.**

**The WRTP began with only one staff member. Although the organization is still small, it is an invaluable asset to the community because it anticipates employers' demands through frequent needs assessments. Long term goals and objectives are included in the organization's strategic plan, but it also focuses on small wins during implementation, project by project. These small wins have helped WRTP gain credibility with local organizations despite limited resources.**

**Initially, the WRTP tried to tap into the unemployed community to assess skill needs and find people to train. However, they found it was more fruitful to assess the demand of the business community. This method allowed the WRTP to find its niche and provide training services to a diverse group of people while also increasing each trainees likelihood of getting a job.**

**The WRTP and its community partners offer varying amounts and levels of training depending on the position. Employers provide input into the curricula, and trainings are tailored to their specific needs. In addition to the employer-specific training, WRTP and the community network provide instruction on more generalized skills and certification requirements.**

below. To get to the top of the pyramid, a substantial amount of training or experience is required. This is why some job training programs enhance the skills of already accredited workers. Others bring unemployed and unskilled laborers into the system, and help them develop over time. Not every green job requires certification, however. Weatherizing homes and landscaping, for example, require less skill training than installing solar panels.




*Source: John J. Heldrich Center for Workforce Development, 2009.*

Non-profit organizations starting green job training programs should develop relationships with local businesses to determine their worker needs.[83] As a result, you have to put a lot of effort into developing a relationship with the business community. One way to do this is by building connections with human resource officers within the businesses, as Greencorps Chicago does.[84] By doing this, you will be sending them trainees that fit their needs, thus increasing the likelihood that they will take trainees from you in the future.

A good way to establish a relationship with employers is to use the strategies provided by the Wisconsin Regional Training Partnership: ask the business community what employees they need, consult them on the curriculum development, and give them a few different trainees to choose from. Construction Apprenticeship and Workforce Solutions follows a similar model: They identify the biggest contractors in the community, and put them on a board that provides recommendations for curriculum improvements. These strategies build in assurances for the employers and thus makes them more willing to try your services. When tailoring training to the employers' needs, remember that employer-specific training may not translate to other work environments. To the extent possible, balance specialized training with more general skills.

In a situation where both businesses and the community are very skeptical or unresponsive to a clear need, you may need to provide some education about needs. For example, the Tompkins County Workforce Investment Board has made a concerted effort to build demand. An important part of their project is going from community to community and talking to homeowners. They do initial weatherization screening and educate homeowners about tax breaks and financial incentives associated with weatherization.[85] Another example where you might need to convince the community of a need is for employing certified workers. Some businesses don't recognize the value of certification which can lead to an insufficient supply of skilled workers for projects that require technical skills.[86]

In terms of building and maintaining your reputation, make your organization known and trusted in the community. Go to community meetings, participate in events, and reach out to potential clients and allies, like businesses, non-profits, and social service agencies. Those who completed the program and benefitted from it are also great examples of the work you do. Maintain contact with past trainees and have them act as your representatives in their communities.

## Screening trainees

Because of the level of skill required for some green jobs, it is not feasible for all green job training programs to prepare a person with no skills from start to finish. If resources are not available to do this, then programs have to be realistic and train those they can best serve, or do a combination of training targeted towards different popula-

### Case Study: Tompkins County WIB

**The Tompkins County Workforce Investment Board, in Ithaca New York, acts as a career center for its community. In 2009, it also invested $120,000 of funding, primarily from the Federal government's Workforce Investment Act (WIA) and American Recovery and Reinvestment Act (ARRA), to sponsor programs that create and sustain green-collar jobs for those under 24 years of age. They chose to focus on increasing demand for green jobs to create more local jobs, making their County more energy efficient, and helping homeowners save money on utility bills.**

**One of the Workforce Investment Board's partners, Tompkins Community Action (TCAction), will not only train, credential, and employ 50 youth to weatherize homes, but will also have trainees implement a comprehensive community energy efficiency outreach program; including door to door outreach to educate homeowners about the whole home approach to energy efficiency. Trainees will educate homeowners about energy savings options, programs and financial benefits of home investment in services. They will also conduct initial energy services screenings on homes, provide small scope remediation, and enroll homeowners in energy efficiency services.**

**Another partner, The Tompkins Energy Conservation Corps, will also be working to create demand by using a blower-door test to show homeowners where they are wasting energy due to doors, windows, the foundation, and more. This allows homeowners to make informed choices and also increases demand for weatherizing homes. Using this strategy, the Tompkins County Workforce Investment Board hopes to simultaneously train people for green jobs while increasing the demand for these jobs within the community.**

tions. Another purpose for screening is to have a clear sense of the level of training an individual will need, to ensure you can provide it. The AFL-CIO does this in their job training and sees it as an important way to prevent trainees from being set up to fail.[87]

## Case Study: Central New York JATC

**The International Brotherhood of Electrical Workers (IBEW) Local 43 and the Finger Lakes National Electrical Contractors Association (NECA) jointly sponsor The Central New York Joint Apprenticeship Training Committee (CNY JATC), which provides training for the unionized electrical industry. The CNY JATC offers participants the opportunity to earn wages and benefits while learning the skills necessary for a career as a construction electrician.**

**The curriculum focuses on skills needed for an electrical worker to be employed on a Green project. This requires several layers of training: 1) Soft skills like leadership, and communication, 2) Educational skills like algebra, 3) Technical skills like mastery of general electrical theory, the National Electrical Code, and interpreting blueprints, 4) Application of technical skills to green projects like solar arrays, wind turbines, and programmable logic controllers. The CNY JATC selects its curriculum from a collection of over 70 green training lessons, developed as a national standard, that best suit its local community's needs.**

**The Central New York JATC trains more groups than just the unskilled population, but also places great emphasis on "re-tooling" existing skilled workers for green technologies. By using established training programs like this, a new green job training program will avoid many startup costs. Furthermore, their model of providing additional training to already skilled electrical workers could enable a community to establish a green workforce quickly.**

## Nuts and bolts of training

There are three different types of training that many green jobs programs use, and you will need trainers with different skill sets for each type:

Technical training, which is the green and professional training that may lead to certification, will give trainees the specific skills needed to work in the field. This usually accounts for 2/3 of training time.[88] If the demand in your area is for weatherization services, then you would want classes taught by a construction worker who has been weatherizing homes recently and understands the newest technology. This trainer would be a temporary employee, potentially found through a network of training organizations in your area. Other trainers may focus on environmental sensitivity training, and may be less issue-specific, and thus more long-term.[89]

Soft skills training programs are geared towards low-income, chronically unemployed, and/or ex-offender groups. These groups need different types and levels of training, usually involving some math and reading development, which is often offered through educational institutions. Soft skills training may also include instruction on workplace behavior, career planning and interviewing. These life-skills take up about 1/3 of the training time, but vary depending on the individual's skill level.[90] You may want to hire full-time trainers to teach life and work skills, as their expertise can be widely applicable to most trainees. For example, The Louisiana Green Corps has had success with staff members who are ex-military or coaches. Depending on your target population, these types of trainers may be quite useful.[91]

Lastly some disadvantaged trainees need help overcoming barriers to employment, such as child care, transportation, or not having steel-toed boots, for example.[92] It is useful for some of trainers to have a social work background, as it helps them determine what services can and should be offered to trainees to help them succeed. These employees can also be full-time.

We have seen a few different examples of how training classes are run. Depending on the skills being taught, the length of training programs varies. Some last a year and lead to certification while others last only a few weeks. We have also found that the student/teacher ratio can vary depending on the context and needs of the target trainee population.[93] For example, at Greencorps Chicago the trainer to trainees ratio is 1:5 when training in the field but 1:30 in the classroom.[94]

Another area of variation in how training programs are run is in the costs and payment methods for the training. Some organizations charge while others offer free training. Of those that do charge, the payer can be the employer, a social service agency, or the individual depending on the circumstance.[95]

The Council on Adult and Experiential Learning also charges for symbolic value. They believe that having a cost associated with the training adds value to it in the minds of the trainees and the business community. As a result, the program is taken more seriously.[96] In contrast, some other organizations pay trainees. Some believe that there is value for disadvantaged trainees in treating the program as a full-time job, and therefore structure the classes from 9a.m. to 5p.m. and provide a stipend. Sustainable South Bronx follows this model.[97]

Certification is an important goal of some green job training programs, as it increases a trainee's professional opportunities, and is required for workers on some grant-funded green projects.[98] Many certifications require trainees to pass a written and field test before qualifying which means that they must have basic reading skills, at the very least. Many of the green jobs programs we spoke to offer certification options, but the cost associated with certification can be another major barrier, both for the trainee and for the job training program itself. The New York State Energy and Research Development Authority (NYSERDA) is working to lower these costs by developing "train the trainer" programs and collaborating with educational institutions.[99] Unions already certify their members, and therefore, can be very useful partners for training.

## Flexibility

In a field like green job training, where the needs of the community can vary dramatically from one project to another, a green job training program must be prepared to train in a number of different skill areas to make trainees adaptable and relevant. The Wisconsin Regional Training Partnership has proven itself adaptable by tapping into a network of 300 different training organizations. Their primary purpose is to assess community needs and work with trainers and employers to design curricula and recruit trainees. WRTP has structured its organization to keep in-house staff focused on assessment and coordination – which has made their skills applicable to a variety of situations. Because of this concerted capacity building, their staff is well-positioned to identify changes in community needs, and to then work with training organizations to meet those needs immediately.[100]

Finally, one important point to remember is not to "reinvent the wheel". As was discussed in the section on partnerships, leverage existing resources instead of taking on all responsibilities yourself, and focus your efforts on your area of expertise.

## Staff Development

Based on our interviews, we have developed a list of recommendations for developing and maintaining your staff:

- *Have strong leadership.* You need a capable manager who also can act as a champion for your program. This leader needs to motivate and inspire your staff and be able to meet the partnership challenges mentioned earlier in this report.
- *You will need staff support.* Much of your success comes before and after the job training:
  - Program staff work in marketing, recruitment of trainers and trainees, enrollment, placement, and case management. They are also involved in the long term planning for the program.
  - Administrators track trainee outcomes, handle the finances, and supervise program evaluations. They play an important role in keeping the program on track.
- *Don't cut corners when it comes to trainers.* Having the right trainers will make or break your program. If the trainer does not convey information well trainees may get little out of the program. You must be willing to pay well to get the right people with the right training and personalities. For example, specialized trainers who are also practitioners cost more. You have to pay them enough to make it worthwhile for them to teach instead of work, and this can cost at least $50,000 per year, depending on demand, cost of living, and the prevailing wage.[101]

**Remember: A job training program is not successful if the trainees fail to maintain employment after their initial job placement. Long-term tracking of trainees' employment is essential to understanding how the existing training program needs to be modified. Ways to ensure long-term career success are: integrating life-skills training, speaking with trainees about how to advance in their career over time, and providing advanced training and certification.**

## Job Placement

Placing people in jobs and tracking their progress is a key component of program success. We will discuss tracking progress in the evaluation section and focus on the programmatic aspects of placement here. We have previously discussed the importance of developing relationships with the business community and human resources officers. In addition to relationship development, there are some practical considerations for placing and keeping trainees in jobs.

Employers like to have options, and are more hesitant to participate in job training programs when they have few choices in who to hire. Therefore, their selection process is an important factor in your relationship with the business community. It is not irregular for some trainees to have multiple interviews before getting a placement. The key is to make sure they are getting placements that meet their needs and their employer's needs.[102] Don't set someone up for failure by providing insufficient training that will result in poor or inadequate job performance. Also, keep general skills in your training—and make sure that basic technical skills underlie the green expertise.[103]

# 6 Evaluating Your Green Jobs Program

Whether your organization has a long history of grant funding or will be applying for grants for the first time, it is important to consider how to measure the success of your program. Many grants require a timeline and description of the anticipated results of the program at the time of application. For this reason, you will likely need to consider how you will measure the success of your program before it begins. This section will provide examples of performance measures, data, and timelines for evaluating your green job training program.

## What is a program evaluation?

Program evaluation is a tool that helps administrators make decisions about a program's effectiveness. In general, the evaluation consists of information gathered about the program that is used to answer questions that are of interest to the administrators or funders. If your organization is new to the program evaluation process, there is a list of resources at the end of this section to get you started.

## What information should be tracked?

Before deciding what information to track, it is helpful to break your program down into measurable components. In general, program evaluations determine program effectiveness by considering inputs, activities, outputs, and outcomes. Inputs are resources used by the program, such as instructors or facilities. Activities are specific events or procedures carried out by the program, such as classroom or hands-on training. Outputs are measurable products occurring as a result of your program that generally have a specific timeframe, such as number of classes taught, number of graduates, or number of homes weatherized. Outcomes are the anticipated ultimate result of your program, such as long-term, stable employment for program graduates. A diagram of the way these components fit together in your program is referred to as a logic model.

Some program components are more difficult to measure than others. It is often challenging to determine the long-term outcomes of a program during grant reporting periods, which can occur soon after program implementation. An indicator is a measurable proxy for desired program outcomes. For example, the number of program graduates with full-time employment six months after the program ends would be an indicator of whether the program will reach its desired outcome of full-time, stable

### United Way

**Note: *Outcomes* sometimes are confused with outcome *indicators*, specific items of data that are tracked to measure how well a program is achieving an outcome. They are also mistaken for outcome *targets*, which are objectives for a program's level of achievement. For example, in a youth development program that creates internship opportunities for high school youth, an *outcome* might be that participants develop expanded views of their career options. An *indicator* of how well the program is succeeding on this *outcome* could be the number and percent of participants who list more careers of interest to them at the end of the program than they did at the beginning of the program. A *target* might be that 40 percent of participants list at least two more careers after completing the program than they did when they started it.**

**Source: http://www.liveunited.org/Outcomes/Resources/What/Intro.cfm**

employment for all graduates. For further discussion of outcomes and indicators, see the "United Way" sidebar.

There is no standard list of indicators that are used to measure the success of green job training programs. Grantors often ask that you report how you will measure your progress in achieving desired outcomes, but they do not specify which indicators should be used. For example, the 2003 EPA Brownfield Assessments Grants (see "EPA Brownfield Assessment Grants" sidebar on the following page) required applicants to report anticipated outputs and outcomes associated with their green job training program. Later in this section, there are tables with example indicators that could be used for grant reporting requirements.

## Who are the data sources?

In determining the success of your program, it is important to get feedback from multiple sources. Though not exhaustive, the list below provides examples of possible sources of data.

**Trainees:** Trainees can give you information about their success in terms of job placement rates and their satisfaction with the program. They are your first and best source of information regarding the success of your program.

**Employers:** Employers will build on trainee data by providing information on why a trainee is or is not successful. It is important to establish open communication with potential employers early in the process to let them know you will be looking for periodic feedback on the strengths and weaknesses of the trainees. Knowing what is expected of them will increase the chance they will respond to surveys or other data collection methods. In addition, as discussed in the Feasibility and Partnership sections of this report, it is a good idea to discuss the training curriculum with the potential employers. This will allow employers to suggest specific skills that are of interest to them. In addition, the partnership starts off with the open communication and feedback that is crucial for building strong collaboration.

**Instructors:** Instructors can impart valuable feedback about the inputs and activities of the program. You may want to consult with each instructor about strengths and weakness of the program at intervals during and after the program. Depending on the specifics of the training program, this could be done informally as a weekly briefing or formally through surveys.

**Non-graduate:** A very important data source is people who were accepted into the program but did not complete it. This group can provide valuable insight into specific weak areas in the training or screening process. For example, if five percent of trainees left the program because they did not have access to transportation, then you may consider seeking additional funding for transportation or only accepting applicants that have access to transportation.

**Rejected applicant:** If your organization or partner organizations have the capacity to do so, you may also want to track applicants who were not accepted into the program. Tracking this group allows you to compare the outcomes of the trainees to a similar demographic that did not receive training. Statistically, this is not an ideal control group due to inherent differences in individuals and the assumption that the most apt to succeed were selected for the program. However, this information can be useful in providing funders with a cursory idea of the program benefits.

## How should you collect data?

There are a variety of ways to collect information about your program. Surveys are one of the most common data collection methods and are frequently suggested in this report. However, there may be cases where you would like to get more in-depth or additional

### FY09 Guidelines for Brownfields Assessment Grants

### I.D. Measuring Environmental Results: Anticipated Outputs/Outcomes

**The EPA must report on the success of its Brownfields Program through measurable outputs and outcomes, such as the number of sites assessed, number of jobs created, and amount of funding leveraged. Applicants are required to describe how funding will help the EPA achieve environmental outputs and outcomes in their responses to the ranking criteria (section V.B.2., Project Description and Feasibility of Success). Outputs specific to each project will be identified as deliverables in the work plan negotiated after a grant is awarded. Grantees will be expected to report progress toward the attainment of project outputs during the project performance period.**

***Outputs:*** The term "outputs" refers to an environmental activity, effort, and/or associated work product related to an environmental goal or objective that will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during the project period. The expected outputs for the grants awarded under these guidelines may include but are not limited to the number of brownfield sites identified, number of Phase I and Phase II site assessments, and number of community meetings held.

***Outcomes:*** The term "outcomes" refers to the result, effect, or consequence that will occur from carrying out the activities under the grant. Outcomes may be environmental, behavioral, health-related, or programmatic; must be quantitative; and may not necessarily be achievable during the project period. Expected outcomes of brownfields grants include the number of jobs leveraged and other funding leveraged through the economic reuse of sites, the number of acres made ready for reuse or acres of greenspace created for communities, and whether the project will minimize exposure to hazardous substances.

**Source: http://www.epa.gov/oswer/docs/grants/epa-oswer-oblr-08-07.pdf**

information than what can be collected in a survey. A detailed discussion of data collection methods is well beyond the scope of this report. However, there are ample resources online and in program evaluation manuals to help you decide which method is best for the type and quantity of the data you need. The "Data Collection Methods" table in Appendix H gives a brief overview of the purposes, advantages, and challenges of strategies.

## Example data collection plan

The following tables show an example of a data collection plan organized by indicator, data source, and data collection methods. In general, surveys are sufficient to get many types of information and can conveniently be conducted on paper, over the phone or by email. In some cases, you may prefer to conduct an interview to get more in-depth or personal information. Some data will likely be recorded as part of the program functioning, such as graduations, certifications, and exit examination results.

### Pre-Program

| *Indicator* | *Data Source* | *Data Collection Method* |
|---|---|---|
| Demographic Information | Applicant | Survey Application |
| Socioeconomic Background | Applicant | Survey/Documentation Review |
| Former Training | Applicant, Instructor | Survey Application |
| Reading and Writing Skills | Applicant | Skills Assessment |
| Motivation | Applicant | Survey/Interview |

### During Program

| *Indicator* | *Data Source* | *Data Collection Method* |
|---|---|---|
| Program Satisfaction | Trainee, Instructor | Survey/Interview |
| Comprehension | Trainee | Assessment/Observation |
| Drop-Out Rate | Trainee | Exit Interview |

### Post-Program

| *Indicator* | *Data Source* | *Data Collection Method* |
|---|---|---|
| Graduation Rate | Trainee/Staff | Program Records |
| Number of Certifications | Trainee/Staff | Program Records |

### Post-Program

| *Indicator* | *Data Source* | *Data Collection Method* |
|---|---|---|
| Exit Exam Pass Rate | Trainee/Staff | Program Records |
| Immediate Job Placement Rate | Trainee | Program Records/Survey |
| Job Placement After 3, 6, 12 Months | Trainee | Survey |
| Number of Months Worked/Year | Trainee | Survey |
| Additional Training/ Education | Trainee | Survey |
| Social Services Received | Trainee | Survey |
| Wage/Benefits | Trainee/ Employer | Survey/Employer Survey |
| Employer Satisfaction with Training | Employer | Employer Survey |

The quality of the data collection method will determine the quality of the data. Care should be taken to ensure the collection method does not bias the data. There are readily available survey templates that can be used to get basic feedback at different points in the program. Using a survey template will not only save you time, but the standardized questions will also reduce the chance of bias in your results. However, if you choose to draft your own survey questions, the "Tips for Asking Questions" table in Appendix H provides useful information about how to avoid common survey question pitfalls.

## When should you collect data?

As mentioned above, it is very helpful to begin collecting and cataloguing data before the start of the program. The table on the following page shows an example of a multi-year data collection timeline organized by data source and collection method. The times at which you collect data will vary depending on the specification of your program and individual grant requirements. In smaller training programs, you may want to maintain more frequent contact with program graduates. The table on page 50 is included as a starting point to design the data collection timetable that suits your program best.

## What are the next steps?

**Enter data into database:** First and foremost, enter the data into a database. You can store and manage data using spreadsheet software, such as

Excel, but you may want to consider investing in more powerful database software, such as Microsoft Access. A more powerful database program can ease the sorting and categorizing the data. This may be especially useful if you are tracking multiple cohorts of graduates and their associated employers and instructors over longer spans of time.

**Data analysis and interpretation:** Data analysis and interpretation is a rich field of study well beyond the scope of this report. You can find a multitude of step-by-step guides to basic data analysis and interpretation

## Multi-Year Data Collection Timeline Organized by Data Source & Collection Method

| | *Trainees* | *Instructor* | *Employer* | *Those that left the program (if applicable)* | *Applicants not accepted into program (if applicable)* |
|---|---|---|---|---|---|
| *Prior to Program* | • Background/ Demographic Information Survey<br>• Skill Assessment Survey | n/a | • Assessment of need/demand | n/a | • Background/ Demographic Information Survey<br>• Skill Assessment Survey |
| *During Program* | • Satisfaction Survey<br>• Classroom Observation | • Satisfaction Survey<br>• Classroom Observation | n/a | **Upon leaving**<br>• Exit Interview | n/a |
| *Upon Program Completion* | • Exit Examination<br>• Satisfaction Survey<br>• Expectation Survey | • Satisfaction Survey | n/a | n/a | n/a |
| *After 3 months* (e.g. 6 mo., 1 year, 5 year) | • Progress/ Satisfaction Survey | n/a | • Progress/ Satisfaction Survey | • Progress Survey | • Progress Survey |

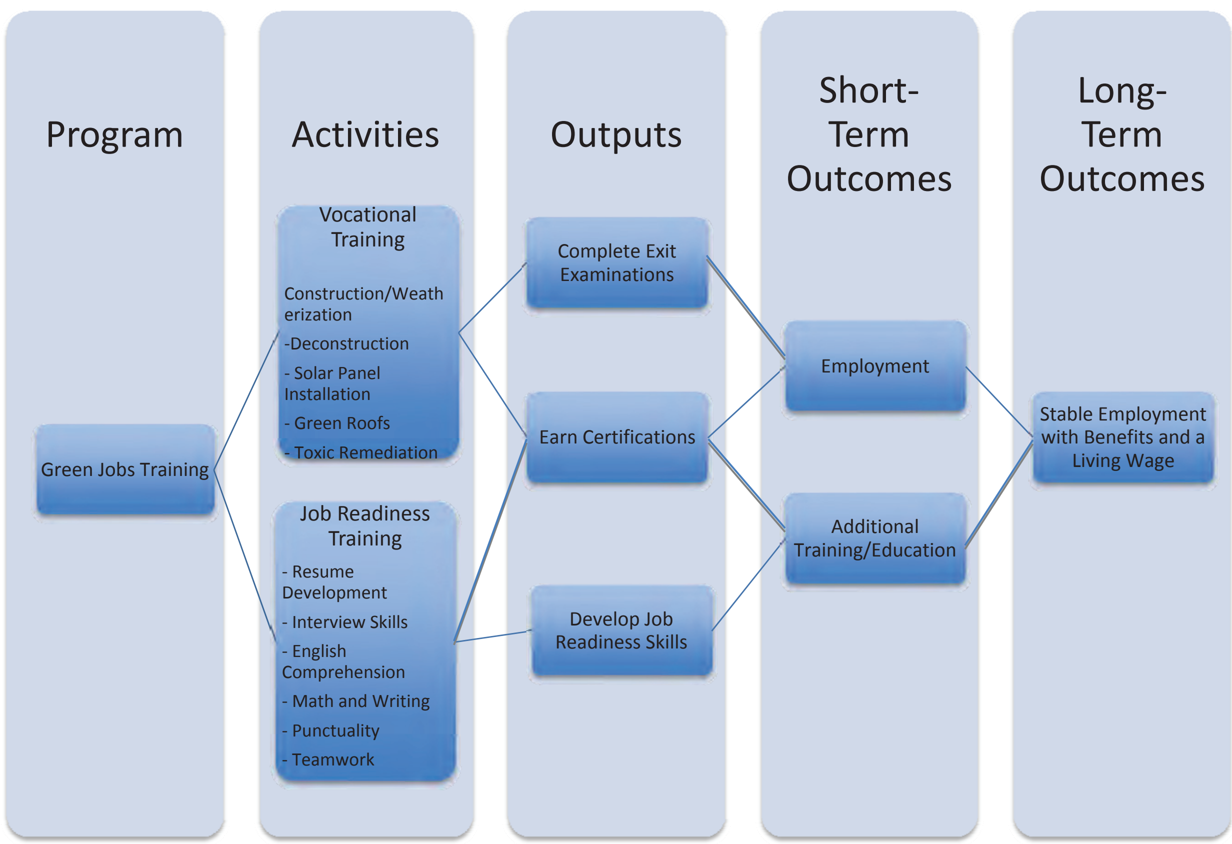
online or in your local library. In general, before starting any data analysis, check the grant guidelines or consider the purpose of the analysis. It may be that simple arithmetic to calculate percentages and success rates will be sufficient to meet your needs.

If it seems that the analysis will require a more involved statistical analysis and neither you nor your partners have a statistician on staff, you may want to consider contracting out the evaluation service to a qualified third party. However, if the evaluations are recurring, it may be a significant drain on your budget. The best policy is to carefully consider what level of analysis is required and avoid doing more work than you have to.

**Reporting:** The final step is deciding the format for the evaluation report. If you are preparing the report as a grant requirement, the grantor will likely give you specific guidelines to follow. If you are preparing the report for your partners, the public or other interested parties, keep it simple. Additional tips for effective reporting are available online from sources listed at the end of this section.

## How should I use evaluation to improve my program?

While this may seem intuitive, it could be helpful to incorporate a formal mechanism into your program design to update your program using feedback from evaluations. This would ensure that your program remains flexible and that resources devoted to data collection and processing would be invested in improving the program. This formal mechanism could be a simple staff meeting to tweak the classes or a larger scale group meeting with partners and employers where the core curriculum is discussed. Again, planning ahead for program evaluation will not only earn points on grant applications, it will also help ensure your program is as effective and successful as possible.



# 7 Moving Forward: Finding the Resources

## Who can you contact for more information?

In writing this report, we have discovered a green jobs training community that is extremely supportive and accessible. Everyone we interviewed had spoken with other green jobs programs to learn about best practices and collect advice from the field – and they want to help you too. You will find the names, titles, organizations, and usually the direct lines of the people we interviewed in the Reference Guide appendix. This report is just the beginning of the wealth of information this community has to offer. Feel free to pick up the phone and give them a call. They not only want you to succeed, but are willing and ready to help.

# 8 Endnotes

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4 Interview with Eric Sundquist, Senior Associate, Center on Wisconsin Strategy.

5 Interview with Maia Enzer, Policy Director, Sustainable Northwest.

6 Interview with Paige Finnegan, Director, Chicagoland Green Collar Jobs Initiative.

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17 Interview with Suzy Mason, Program Manager, Louisiana Green Corps.

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19 Interview with Larry Kidd, Construction Organizer, IBEW Local 606.

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22 Interview with Sheila Somashekhar, Greenway and Green Building Coordinator, Sustainable South Bronx.

23 Interview with Jeff Rickert, Director of the Working for America Institute's Center for Green, AFL-CIO.

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28 Interview with Lynn Jungwirth, Executive Director, The Watershed Research and Training Center.

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# 9 Appendices

# A Appendix: List of Green Jobs

In this appendix, we will highlight the green jobs identified in New York State by the New York State Department of Labor (NYSDOL). Information for New York was created by NYSDOL for a presentation on green jobs. The complete report can be found on the New York State Department of Labor's website. In addition to information on New York State, this appendix provides links to reports by different state and local governments on their green industries, occupations, wages, and education levels where available.

## New York State Green Occupations

**Karen Knapik-Scalzo, (2009) "A First Look at Clean, Green and Renewable Energy Industries NYS" New York State Department of Labor,**

http://www.labor.state.ny.us/workforceindustrydata/cen/Green-Clean-RenewableNYSedit2.ppt

The table on the following page include occupations, or green jobs, common to wind manufacturing, solar installation, and wind installation.

| Entry Level Occupations Common to Industry | | | |
|---|---|---|---|
| **SOC Title** | **NYS Wage Range** | **Typical Education and Training** | **Education Cluster** |
| *Wind Manufacturing* | | | |
| Laborers and Material Movers | $17,760-$30,390 | Short-term On the Job Training | HS/SC |
| Production, Planning and Expediting Clerks | $31,090-$53,130 | Short-term On the Job Training | HS/SC/C |
| Stock Clerks and Order Fillers | $16,690-$26,100 | Short-term On the Job Training | HS/SC |
| Shipping, Receiving, and Traffic Clerks | $19,270-$34,510 | Short-term On the Job Training | HS/SC |
| Production Helpers | $16,570- $25,820 | Short-term On the Job Training | HS |
| Industrial Truck and Tractor Operators | $22,780-$39,130 | Short-term On the Job Training | HS |
| | | | |
| *Solar Installation* | | | |
| Electrician Helpers | $22,560-$37,340 | Short-term On the Job Training | HS |
| Plumber Helpers | $21,210-$37,230 | Short-term On the Job Training | HS |
| Installation, maintenance, and Repair Helpers | $19,330-$37,300 | Short-term On the Job Training | HS/SC |
| Laborers and Material Movers | $17,760-$30,390 | Short-term On the Job Training | HS/SC |
| Light Truck Drivers | $19,160-$40,250 | Short-term On the Job Training | HS/SC |
| | | | |
| *Wind Installation* | | | |
| Laborers and Material Movers | $17,760-$30,390 | Short-term On the Job Training | |
| Installation, maintenance, and Repair Helpers | $19,330-$37,300 | Short-term On the Job Training | |

| Middle Skill Level Occupations Common to Industry | | | |
|---|---|---|---|
| **SOC Title** | **NYS Wage Range** | **Typical Education and Training** | **Education Cluster** |
| *Wind Manufacturing* | | | |
| Inspectors and Testers | $20,230-$40,680 | Moderate-term On the Job Training | HS/SC |
| Computer-Controlled Machine Tool Operators | $22,560-$37,450 | Moderate-term On the Job Training | HS/SC |
| General Maintenance and Repair Workers | $24,390-$44,010 | Moderate-term On the Job Training | HS/SC |
| Multiple Machine Tool Setters, Operators, and Tenders | $19,830-$39,040 | Moderate-term On the Job Training | HS/SC |
| Grinding and Buffing Machine Tool Setters/ operators/ Tenders | $20,460-$36,790 | Moderate-term On the Job Training | HS |
| Cutting, Punching, and Press Machine Setters/Operators/ Tenders | $19,790-$34,060 | Moderate-term On the Job Training | HS/SC |
| | | | |
| *Solar Installation* | | | |
| Construction Laborers | $25,980-$56,110 | Moderate-term On the Job Training | |
| Sales Representatives | $31,790-$87,010 | Moderate-term On the Job Training | |
| Maintenance and Repair Workers | $24,390-$44,010 | Moderate-term On the Job Training | |
| | | | |
| *Wind Installation* | | | |
| Construction Laborers | $25,980-$56,110 | Moderate-term On the Job Training | |
| Operating Engineers and Other Construction Equipment Operators | $25,980-$56,110 | Moderate-term On the Job Training | |
| Truck Drivers, Heavy and Tractor-Trailer | $36,690-$74,110 | Moderate-term On the Job Training | |
| Cement Masons and Concrete Finishers | $31,350-$65,280 | Moderate-term On the Job Training | |
| General Maintenance and Repair Workers | $24,390-$44,010 | Moderate-term On the Job Training | |

## Additional Employment and Industry Reports

### Bureau of Labor Market Information and Strategic Initiatives (2009) "Michigan Green Jobs Report 2009: Occupation & Employment in the New Green Economy" Michigan Department of Energy, Labor & Economic Growth

http://www.michigan.gov/documents/nwlb/GJC_GreenReport_Print_277833_7.pdf

The report analyzes industry and occupational trends in the state of Michigan. Chapter Four is particularly useful as it discusses information about occupations related to the green economy. It provides detailed estimates of green jobs, employer hiring estimations, skills required, career progression by sector, and wage and salary information by occupation.

### Labor Market Information Unit (2008) "Growing Green: The Potential for Green Job Growth in Tennessee" Tennessee Department of Labor and Workforce Development Employment Security Division

http://bree.tnanytime.org/energy/sites/default/files/GrowingGreenInTN2008.pdf

Excellent resource. This report contains a section on green occupations related to industry growth in Tennessee. This section analyzes the occupations most likely to grow by economic and political attention. Occupations are analyzed by training and education required, average wages, and occupation demand. Occupations assessed are in the green building, biofuels, wind energy, solar energy, and geothermal energy sectors.

### Hayes, Clyvia and Rafkind, David (2008)"Analysis of Clean Energy Workforce Needs and Programs in Oregon" Sustainable Oregon Workforce Initiative & 3E Strategies

http://www.3estrategies.org/Documents/SOWreport_Final_may.pdf

This report focuses on clean energy jobs. The section "Sample of Clean Energy Jobs and Wages" provides information on clean energy green jobs by field, occupation, credential or degree, and starting hourly wage.

## CNY Battelle Report

Source: http://www.mda-cny.com/pdf/244.pdf

The Battelle Report analyzes the potential various green job industries in the Central New York region. In the market analysis, the report identifies key trends in technological advancement and growing industries, such as indoor environmental quality, renewable energy, green buildings and water quality.

## Centers of Excellence Environmental Scan Solar Industry In San Francisco Bay & Greater Silicon Valley Regions

Source: http://www.coeccc.net/Environmental_Scans/Solar_Scan_SF-SV_08.pdf

This report gives a more detailed perspective into green jobs within the solar industry in the Bay Area of California. It looks at specific jobs including, Solar Photovoltaic (PV) Installer, Solar Thermal Installer, Solar Designer/Engineer, Solar Installation Manager/Project Foreman, and Solar Sales Representative/Estimator. The report was generated using data collected primarily from solar businesses in the area. The objective of the report is to provide information about the solar industry in the Bay Area so that educational institutions may restructure related programs to best prepare students to work in this industry. Specifically, the report aims to:

- Identify solar firms in the Bay Area, their geographical concentration, size of firms and major sectors.
- Identify key solar occupations that are most relevant to community colleges.
- Develop projections of future employment growth.
- Identify employer challenges in recruiting, hiring and retaining workers.
- Define skill sets and education requirements needed for the relevant solar occupations.

# B Appendix: Memoranda of Understanding

**GOVERNMENT OF THE DISTRICT OF COLUMBIA**
**Department of Employment Services**

I, ____________________, agree to serve on the Green Collar Jobs Advisory Council. As a member of this council, I hereby commit to:

a) Act in the best interests of the Government and the People of the District of Columbia, and to uphold the values and vision of District of Columbia Mayor Adrian Fenty.

b) Act in accordance with all laws of the District of Columbia.

c) Put the council's best interests above my own.

d) Prepare for, attend and actively participate in council and committee meetings.

e) Attend other potential council functions, as necessary.

f) Participate on at least one council committee.

g) Treat the comments and suggestions of fellow council members with consideration and respect.

h) Facilitate communication and provide for the interests of non council member stakeholders.

i) Hold confidential matters in confidence.

j) Approximately 3-4 hours per month of meeting participation, which encompasses 1.5-2 hours of council meetings each month and an additional 1.5-2 hours of committee and special meeting times.

I understand that the role of Council Member is critical to the success of the Green Collar Jobs Initiative, and therefore understand that my failure to live up to these commitments may result in my dismissal from the board.

As agreed this _____ day of ______, 200__,

Signature                                        Print Name

64 New York Avenue, N.E. • Washington, D.C. 20002 • (202) 724-7000 • TDD (202) 673-6994

**MEMORANDUM OF UNDERSTANDING**

[redacted]

***A project of the*** [redacted]

This Memorandum of Understanding (herein after referred to as "MOU") is entered into effective [redacted] between [redacted], a not-for-profit corporation incorporated under the laws of the [redacted], United States of America (herein after referred to as [redacted]), having its registered office at [redacted], and the [redacted], a not-for-profit corporation incorporated under the laws of the [redacted], United State of America (herein after referred to as [redacted]) having its registered office at [redacted], and [redacted], a not-for-profit corporation incorporated under the laws of the [redacted], United States of America (herein after referred to as [redacted]), having its registered office at [redacted], and the [redacted], a not-for-profit corporation incorporated under the laws of the [redacted], United States of America (herein after referred to as [redacted]), having its registered office at [redacted], collectively referred to as "Parties."

**RECITALS:**

1. [redacted] has received a grant from the [redacted] and [redacted] to undertake a green collar workforce development initiative to train youth via service learning projects carried out through the Parties' establishment of the [redacted] ("Program").
2. The Parties intend to collaborate to implement the Program, as outlined below.

**NOW, THEREFORE,** in consideration of the mutual covenants hereinafter contained, the Parties agree as follows:

1) <u>General Provisions</u>

   a) Parties will work together with respect to the Program, and complete the tasks herein identified as their respective responsibilities.
   b) Parties warrant that they are now, and agree that so long as this MOU is in effect that they will be, in compliance with all of the laws of [redacted] applicable to the performance of this MOU, including but not limited to safety procedures, insurance coverage, permitting, etc.

2) <u>Responsibilities of</u> [redacted]

   a) [redacted] will be responsible for implementing the [redacted] approved program defined in Exhibit C ("Site Agreement") and Exhibit B ("Program Budget"), both attached hereto and hereby incorporated herein.
   b) [redacted] will ensure that no [redacted] or person under the age of twenty-five drive the program van.
   c) [redacted] will act as the fiduciary agent to reimburse approved [redacted] expenses to [redacted].
   d) [redacted] will compile and submit all financial and programmatic reports to the [redacted] as defined in Exhibit C ("Site Agreement".)

3) <u>Responsibilities of</u> [redacted]

   a) [redacted] will be responsible for implementing the [redacted] approved program defined in Exhibit C ("Site Agreement") and Exhibit B ("Program Budget"), both attached hereto and hereby incorporated herein.

b) [redacted] will be responsible for submitting all programmatic and financial reports to [redacted] for final submission to the [redacted] as determined in Exhibit C ("Site Agreement")

c) [redacted] will ensure no [redacted] member or person under the age of twenty-five drive the program van.

4) Responsibilities of [redacted]

a) [redacted] will be responsible for implementing the [redacted] approved program defined in Exhibit C ("Site Agreement") and Exhibit B ("Program Budget"), both attached hereto and hereby incorporated herein.

b) [redacted] will be responsible for submitting all programmatic and financial reports to [redacted] for final submission to the [redacted] as determined in Exhibit C ("Site Agreement")

c) [redacted] will ensure no [redacted] member or person under the age of twenty-five drive the program van.

5) Responsibilities of [redacted]

a) [redacted] will be responsible for implementing the [redacted] approved program defined in Exhibit C ("Site Agreement") and Exhibit B ("Program Budget"), both attached hereto and hereby incorporated herein.

b) [redacted] will be responsible for submitting all programmatic and financial reports to [redacted] for final submission to the [redacted] as determined in Exhibit C ("Site Agreement")

c) [redacted] will ensure no [redacted] member or person under the age of twenty-five drive the program van.

6) Any property and equipment (including software) purchased with funds provided under the [redacted] agreement, with a unit cost of over $500.00 shall be and remain in the property of the [redacted]. Grantee may request in writing, to retain the equipment (or software) purchased for this project upon the completion of the program subject to program sustainability and approval of [redacted] and [redacted].

7) Under this agreement Any equipment and materials purchased by, or transferred into the name of [redacted] with funds received from [redacted] shall be used only in connection with the implementation of the Program. [redacted] shall ensure that all such Equipment shall be fully insured for its value, as declared by [redacted] Title to all such Equipment shall be transferred to [redacted] or its designee upon the termination of the MOU.

8) The Parties acknowledge and agree that this MOU is for an indeterminate period and that [redacted] can terminate it upon 60 days written notice. If this MOU is terminated by any of the Parties, [redacted] agrees to submit a final program and financial report to [redacted] to complete due diligence measures defined in Exhibit C ("Site Agreement".)

9) This MOU is governed by the law of the [redacted], U.S.A.

10) This MOU has been executed in the English language; English shall be the binding and controlling language for all matters relating to the meaning or interpretation of this MOU.

11) Neither Party shall disclose any proprietary or confidential information of the other Party relating to the Program, this MOU, or the other Party's business or operations without the prior written consent of the other Party.

12) This MOU and its attached Exhibits may not be modified except in writing signed by all Parties.

13) If any provision of this MOU shall be held to be unenforceable, the remaining portions of this MOU will remain in full force and effect.

13) This MOU constitutes the entire agreement of the Parties hereto and supersedes all prior agreements of the Parties relating to the subject matter hereof.

The Parties below have read and agree to be bound by this MOU, executed as of the date first written above.

[redacted]

Signature: ____________________________

Printed Name: ____________________

Title: ____________________

Date: _____________________

[redacted]

Signature: ____________________________

Printed Name: ___________________

Title: ___________________

Date: ___________________

[redacted]

Signature: ____________________________

Printed Name: ___________________

Title: ___________________

Date: ___________________

[redacted]

Signature: ____________________________

Printed Name: ___________________

Title: ___________________

Date: ___________________

Exhibits Attached Herein:
Exhibit A- Program Summary
Exhibit B- Program Budget
Exhibit C-[redacted] Site Agreement

# Guidelines for Using the MOU Template

**I. Parties to the MOU**

Self explanatory

**II. Duration of Agreement**

Self explanatory

**III. One-Stop System Overview**

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the local One-Stop system, it is important that all partners to the MOU share a collective vision for that system and have a common understanding as to the scope and purpose of the system. The description provided under this section will serve as a critical framework for the service delivery and referral discussions contained in the document and for the Resource Sharing Agreement(s) that are attached.

The mission statement and principles that may be included in this section should logically link to any One-Stop System Performance Requirements and Goals stipulated in the document.

A purpose statement might include language such as:

*The _______ Workforce Investment Partners will:*

- *Ensure universal access to services for all customers.*
- *Provide customer choice in service and service delivery.*
- *Ensure accountability in performance and customer satisfaction.*

Partnership principles might include:

- *All services, policies and actions will be designed to include customer choice whenever possible.*

- *All job seekers, workers and employers will be served comprehensively in a seamless system which addresses their needs, merges common services across programs and minimizes duplication.*

A physical description of the system is also to be included within this section of the MOU. Since this is a system level agreement, it is vital that the Local Workforce Investment Board and the one-stop partners be able to visualize and agree to what the system will look in the local area. This is an important first step that must be taken before service delivery systems and partner roles and responsibilities can be further developed. Such a map or diagram may be referenced in the agreement as a separate attachment.

**IV. One-Stop Performance Requirements and Goals**

The first part of this section in the MOU Template is a listing of four reporting assurances that would be beneficial to have incorporated into each MOU. Assurances # 1 - # 3 relate to the need to make partners aware that they will need to provide performance data on any participants they serve through the one-stop system to meet the mandated reporting requirements for the individual partner programs. Specific details on what type of information is needed, when it is needed, and in what format it is needed should be worked out separately by the Local Board and the one-stop partners. These general reporting agreements should apply not only to the Title I programs but all of the one-stop partner programs.

Assurance # 4 refers to the need to obtain a general agreement from the partners to work towards developing common performance goals and measures that are in alignment with the systems goals identified on the chart which immediately follows this section in the Template. The intent of the chart is to allow partners to focus on the need for developing goals for the system, not just the individual programs. These are general goals that can be modified on the local level.

One of the core services that must be provided through the local system is the provision of information regarding how the local area is performing on the local performance measures and any additional performance information with respect to the one-stop delivery system in the local area (WIA Section 134(d)(2)(G)). Simply reporting out progress on WIA title I performance measures is not going to fully capture the performance of the local One-Stop system since only participants who receive services funded with WIA title I dollars will be "counted" in those measures.

As partners come together to develop and build their local One-Stop system they will need to identify some common systemwide goals and determine how to measure progress toward those goals. For example, one of the WIA performance goals is to achieve mutually shared outcomes of participants who receive services by multiple partners. By including minimum levels of performance, or agreeing to work toward identifying some common goals and measures, the MOU can become a vehicle through which partners will be able to jointly monitor their services against stated goals and performance measures to promote continuous improvement.

Local Boards and One-Stop partners are encouraged to use the following criteria as a guideline in local efforts to develop systemwide performance goals and measures. These are criteria that were developed across multiple New York State workforce development system partners and published in a 1998 report entitled, *New York's Workforce Development System: A Report to Governor George E. Pataki.*

| Guidelines for Implementing One-Stop Delivery System Accountability | |
|---|---|
| System-Focused | Performance measures should assess progress toward achieving goals and objectives for the nation's workforce development system. |
| Consistent with GPRA | Performance measures should be consistent with the basic tenets of the Government Performance and Results Act. |
| Limited to Most Important Outcomes | The number of performance measures should be limited to focus on the most important indicators of success and to avoid diluting the influence of individual measures. |
| Clear and Concise, Leading To Desired Conse-quences | Performance measures should be as simple, straightforward, and easy to understand as possible and, to the extent possible, should not lead to unintended consequences. Workforce development service delivery staff should be able to see a clear link between what they do and how performance is measured. Customers should be able to understand why each element of data is collected and see the value of sharing that information. |
| Cost Effective | Performance measures should justify the cost of collecting and retaining data. |
| Efficient | To the extent possible, performance measures should be streamlined to utilize existing data sources, reduce data collection burdens, and avoid asking for information that can be obtained from another source. |
| Reliable | Performance measures should be reliable so that when the same measure is used in the same circumstances, it will obtain the same results. |
| Valid | Performance measures should be valid so that they actually measure what they are supposed to be measuring rather than something else. |
| Informative | Performance measures should inform evaluative, planning and policy (to decision makers) decisions. |
| Continuous Improvement | Performance measures should promote continuous improvement. |

Because many stakeholder groups have commented on the fact that the different performance measures which exist across One-Stop partner programs serve as a barrier to program integration and seamless service delivery, USDOL is looking to build upon the work developed as part of the Workforce Development Performance Measures (WDPM) Initiative. The purpose of the WDPM Initiative was to develop a menu of common performance measures with standard definitions and a continuous improvement strategy for voluntary use by partners in the workforce system. The WDPM Initiative brought together Federal, State and Local representatives from DOL, ED, HHS and HUD -- as well as representatives of the business community and community-based organizations. Local areas are encouraged to review the report issued by this task force at *www.wdsc.org/transition/measure/index.htm* as it may provide useful guidance and insight as to systemwide measures that could be considered. Because the products of this task force were developed prior to the enactment of the WIA, USDOL is recommending that the WDPM group be reconvened to review and revise the products that were developed in light of the new legislation.

Again, the intent of this section in the Template, is to gain general agreement from the partners to begin working towards the development of systems goals while at the same time acknowledging the process that has already begun in New York State of identifying what the basic elements of system goals should be. The Template is not requiring the development of specific performance measures around these goals as part of this MOU.

**V. Services to be Offered Through the One-Stop System**

A detailed explanation of the Core, Intensive, Training and Other services that will be delivered to customers of the One-Stop system should be provided, including the services delivered at the One-Stop site (at least one comprehensive physical location in the local area) and the services that will only be accessible through the One-Stop system. One-Stops are about SERVICES to customers, so a detailed explanation of accessible services must be provided. MOUs must clearly list the services to be provided to the customers and specify those partners delivering the services. This effort will also assist the One-Stop partners in developing a more integrated delivery strategy that includes the issuance of Individual Training Accounts (ITAs).

**VI. Referral Arrangements**

Section 121(c)(iii) requires the MOU to describe the "methods for referral of individuals between the One-Stop operator and the One-Stop partners, for the appropriate services and activities". The method of referral implies that there is a systematic approach to the referral of individuals needing One-Stop services. This systematic approach must be agreed upon by all of the partners and thoroughly explained in the MOU so all partners, the One-Stop operator and the LWIB are aware of the referral system. The referral system must be more than handing customers a brochure of those One-Stop partners not located at the One Stop site. The referral system must always be to the advantage of the customer and include a follow-up contact to insure the customer was provided service, and ensure customers receive "seamless" delivery of service whenever possible.

An example of a *systematic referral process* for One-Stop center customers could read:

It is agreed that the One-Stop Delivery system partners of this signed MOU will conduct referral for services in the following manner. All customers referred for services will:

1. Receive a *written referral form* with the date, time, and place of the appointment.
2. All appointments will be scheduled within *three working days.*
3. The individual making the appointment will *follow-up* within *two working days* of the scheduled appointment date.

Beyond this there should be a narrative description that describes the overall referral arrangements across the One-Stop system including One-Stop Centers, affiliate sites and any alternative access points in the local network. If a common customer release form is used this should be referenced. The use of technology in the referral process should also be described, where appropriate.

The Department is also requiring an assurance be included in this section of the MOU for all One-Stop partners to agree to participate in the New York State Job Bank. While the Department has defined what "participation" entails in the Template, it also plans on developing a Technical Advisory to provide further clarification on the issue and to seek feedback from local partners. It must be clarified that "participation" does not mean giving up current working relationships with area businesses, or programs losing the ability to give priority service to their own enrollees. This will be further clarified in the Technical Advisory.

**VII. Information Sharing**

One of the key principles embodied in WIA is *streamlining services* through better integration at the street level in the One-Stop delivery system. Programs and providers are expected to collocate, coordinate and integrate activities and information, so that the system as a whole is coherent and accessible for individuals and businesses alike. Customers should receive "seamless" services whenever possible -- crossover among program lines should be invisible to the customer.

A Case Management/Management Information system must be established in order for New York State and local Workforce Investment Areas to implement the Workforce Investment Act and the One-Stop method of service delivery. As stated in the Template, the NYSDOL has selected the One-Stop Operating System (OSOS) as its case management/management information system for Workforce Investment Act programs and strongly recommends that local Workforce Investment Areas also utilize this system. The NYSDOL has committed to installing OSOS by July 1, 2000. NYSDOL will not utilize its JTIS reporting system for WIA reporting and will not support its use for JTPA reporting after December 31, 2000. It will, however, convert participant data from JTIS into the OSOS system for those JTPA participants who are carried over into WIA.

The One-Stop Operating System is being developed by America's Job Bank under a grant from the United States Department of Labor (USDOL) for a consortium of States that includes New York. It will produce all WIA program reports required by the USDOL, and will be fully integrated with the Workforce Investment Network System (WINS) which is the job seeker/employer job matching system that will be used by the Employment Service.

To assist in streamlining services, local workforce investment systems are encouraged to develop a common customer release form. The key to developing an effective Release of Information form is to understand the consent must be given *voluntarily* and must be *informed.* Guidelines to consider in developing a release and for sharing of information among partners include:

The form should specify a time period, the type(s) of information that may be shared, and the reasons for sharing the information.

The language of the release form should be simple and straightforward. It is important for all customers to be able to understand the information on the form. For those whose primary language is not English, you may want to have forms printed in the language with which they are most comfortable. The release should be explained by staff as well.

A release form needs to specify the organizations that will be sharing information. The customer must be notified regarding which agencies or organizations will be permitted to release and receive information. When agencies are listed on a consent form, a brief description of each agency's purpose should be made available to the customer. For example, a brochure or flyer with relevant program descriptions might be given to each customer, or a local service directory might be consulted as needed.

The customer should be able to indicate if there are limits to his or her consent.

The form should specifically identify to whom the release applies. For example, a parent may be authorizing information to be shared for a child. When an individual is providing consent on behalf of another individual, the relationship between the two individuals needs to be specified and validated.

**VIII. Cost Allocation and Resource Sharing Agreement**

The Workforce Investment Act (WIA) Regulations requires that each MOU between a Local Workforce Investment Board (LWIB) and their One-Stop partners must contain a section that provides the financial details of the agreement. Under the WIA, all One-Stop partners are expected to participate proportionately in the One-Stop system.

The MOU should distinguish between the services delivered at the One-Stop site and services delivered within the One-Stop system through the agreed upon systematic referral of services. The identification in the MOU of total system costs and the resources that will support those costs is a critical step in making the One Stop Center sustainable.

Service delivery should be the prime factor driving operational planning – not cost accounting. However, cost accounting considerations must be part of the planning process. Federal funding sources and good management practices require costs to be accumulated in an organizational structure to control budgets, measure the efficiency of operations and report financial information.

The LWIB should negotiate each partner's share of the costs in a way that promotes the principles of proportionate cost sharing. To accomplish this, the LWIB must be able to support the fairness of the negotiated amounts through the use of cost allocation methods or bases. The measurement of benefit is the critical requirement and central task to be performed in allocating costs. Costs are allocable to a particular cost objective based on benefits received by that cost category.

The issue of the allocation of costs is critical to the success of the One-Stop system. There are many bases for allocation to choose from, and the best base is one which allocates costs equitably to all of the partners. Most likely there will be multiple allocation bases used within a center and for system costs. The LWIB has some latitude for discretion in determining how to share costs, as long as the basis used for cost sharing is compatible with the governing provisions of WIA, other partners' legislation, and the applicable OMB Circulars. See the attached Guidelines for Cost Allocation Plans for options and guidance in developing cost allocation plans. In addition, NYSDOL will soon be releasing a One-Stop System Cost Allocation Guide as additional technical assistance in this area. NYSDOL will also provide individual technical assistance to local areas as requested and is also exploring the possibility of engaging the services of training organizations to provide additional regional training.

Current federal regulations do not provide for a "range of tolerance" flexibility. Each partner is accountable for paying costs based on its share of benefit derived. Monthly monitoring of operating reports will allow the partners to see when actual benefits derived and/or actual expenditures vary from their projections. Financial and/or service plans must be adjusted accordingly. As actual expenditures are made, offset plans must also be monitored and adjusted so that partners do not owe each other money at the conclusion of the partnership agreement. Adjustments should be done no less than quarterly, more frequently if the variances are large. Separate contractual agreements will be necessary to effectuate the exchange of any cash or assets owed between partners that might occur as a result of the above process.

**IX. Dispute Resolution**

Specific language to use has been suggested in the template. Local areas have the flexibility to tailor this language to meet local needs.

**X. Severability**

Specific language to use has been suggested in the template. Local areas have the flexibility to tailor this language to meet local needs.

**XI. Modification/Termination**

Specific language to use has been suggested in the template. Local areas have the flexibility to tailor this language to meet local needs.

**XIII. Signatures**

Self explanatory

# MOU Template
## (Essential Elements)

## I. Parties to the MOU

- The MOU should identify the name and address (principal place of business) of the partner(s) as well as the Federal, State or local programs that they are representing in this agreement.

## II. Duration of Agreement

- This is a statutorily required element. While the length of the initial agreement is negotiable between the local board and the partner(s), all MOUs should initially be for a period of at least one year. Modification, extension, and termination procedures are described in a separate section of this template document.

## III. One-Stop System Overview

- This section of the MOU should briefly describe the Local Workforce Investment Board's vision of the One-Stop system, its partnerships and comprehensive One-Stop center(s), affiliates and satellite sites. Discuss the "as is" as well as the "to be" plans (strategic vision) for the local system.

- Any mission statement, general purpose statement and/or operating principles that partners have collectively agreed to pursue on behalf of the local workforce investment system should be included in this section as appropriate.

- A map (or diagram) with the centers/affiliates/electronic access points identified and a written listing of sites by address with program operator(s) identified should also be included as an attachment to the MOU.

- Identify how the One-Stop system will ensure compliance with the Americans with Disabilities Act to ensure accessibility to customers with disabilities and other pertinent special populations within the local area. Describe how discrimination complaints will be handled and how reasonable accommodation costs will be shared.

## IV. One-Stop Performance Requirements and Goals

- Reporting Assurances - The following assurances should be included in each MOU:
    1. All partners in the One-Stop Delivery system will adhere to any prescribed reporting schedules.
    2. All partners in the One-Stop Delivery system will provide any required performance data.
    3. All partners in the One-Stop Delivery system will provide any required data in a compatible format.
    4. All partners in the One-Stop Delivery system agree to work toward the development of common performance goals and measures that will be in alignment with the stated goals of the workforce investment system.

- Accountability must drive the workforce investment system toward system goals. The following system goals were developed across multiple system partners and included in the 1998 report entitled, *New York's Workforce Development System: A Report to Governor George E. Pataki.*

## Goals of the Workforce Investment System

| **Goals** | **Basic Element of a One-Stop Delivery Performance Measurement Design** |
|---|---|
| Customer Satisfaction | The accountability system should measure the success of the One-Stop Delivery system in ensuring that the employers and workforce development participants are highly satisfied with workforce development services. |
| Cost Effectiveness | The accountability system should measure the success of the One-Stop Delivery system in ensuring that the Workforce Development System continually seeks to maximize the use of available resources in a cost-effective and efficient manner. |
| Support Employers in Developing High Performance Workplaces | The accountability system should measure the success of the One-Stop Delivery system in ensuring that employers are provided with an effective support in the development of high performance work organizations that maximize the skills and potential of a diverse workplace. |
| Self-Sufficiency and Welfare Reduction | The accountability system should measure the success of the One-Stop Delivery system in reducing the number of individuals who are dependent on public financial assistance by assisting them in obtaining stable employment and earning a livable wage. |
| Enhance Linkage Between Workforce Investment Services and Business needs | The accountability system should measure the success of the One-Stop Delivery system in ensuring that the delivery of services responds to the workforce investment needs of business. |
| Universality and Customer Choice | The accountability system should measure the success of the One-Stop Delivery system in ensuring the implementation of an integrated, results-oriented workforce development system that is based on the needs of all customer groups and ensures individuals and businesses equity of access to information, services, and lifelong learning opportunities. |
| Assist Customers in Attaining Knowledge/Skills Needed in the Workplace | The accountability system should measure the success of the One-Stop Delivery system in assisting individuals in gaining the academic, workplace, and occupational knowledge and skills required for educational advancement or continuing success in meeting the changing demands of the workplace. |
| Employment | The accountability system should measure the success of the One-Stop Delivery system in assisting individuals in entering, retaining, or upgrading jobs. |

## V. Services to be Offered Through the One-Stop System

Each of the core, intensive, training and other supportive services that a partner will provide through the One-Stop System must be identified, along with the applicable funding source for that service and a description of the manner in which the service will be made available through the system. Identify whether the One-Stop sites will provide the service directly or provide access to the service (WIA Required Core Services must be available at the One-Stops). Below is a suggested matrix for these services:

| **WIA Required<br>Core Services** | **Partner<br>Agenc(ies)** | **Funding<br>Sources** | **How Will Service<br>Be Made Available** |
|---|---|---|---|
| Outreach, intake (which may include profiling), and orientation to the services available through the One-Stop delivery system | | | |
| Initial assessment of skill levels, aptitudes, abilities, and supportive service needs | | | |
| Job search and placement assistance, career counseling where appropriate | | | |
| Labor Market Information | | | |
| Provision of program performance and cost information | | | |
| Information on the performance of the local area and the One-Stop delivery system | | | |
| Information on the availability of supportive services in the local area, including child care & transportation, and referral to such services needed | | | |
| Information on filing UI claims | | | |
| Assistance in establishing eligibility for WtW activities and financial aid assistance for other training and education programs available in the local area | | | |
| Follow-up services (including workplace counseling) for 12 months for individuals participating in Title I funded activities who are placed in unsubsidized employment | | | |
| Determination of eligibility to receive assistance under Title I of WIA | | | |
| **Other USDOL<br>Suggested Core Services** | | | |
| Resource Room usage, including "How to" group sessions (e.g. writing a resume) | | | |

| | | | |
|---|---|---|---|
| Job referrals (informational, e.g. job scouts, ES referrals in non-exclusive hiring arrangements, short term or seasonal placements) | | | |
| Talent referrals (informational, e.g. talent scouts, ES staff referrals of resumes without further screening) | | | |
| Screened referrals (testing and background checks done before referral or when operating as the employers agent) | | | |
| Job clubs | | | |
| Internet browsing – job, information, and training searches | | | |
| Internet accounts – Career Kit, Personnel Kit | | | |
| **Additional Core Services** | | | |
| (partner identified) | | | |
| **Core Services for Employers** | | | |
| Job postings | | | |
| Labor Market Information | | | |
| Information on training programs | | | |
| Skills Assessment | | | |
| Screened referrals | | | |
| WOTC & WTW Tax Credits | | | |
| Federal Retention Service | | | |
| Access to Talent Bank | | | |
| Access to economic development information | | | |
| Job restructuring | | | |
| Labor Law information | | | |
| (Other) | | | |
| **Intensive Services** | | | |
| Comprehensive and specialized assessments of skill levels and service needs (including diagnostic testing, in-depth interviewing, and other assessment tools) | | | |
| Development of an Individual Employment Plan | | | |
| Group Counseling | | | |
| Individual counseling and career planning | | | |
| Case Management for participants seeking training | | | |

| | | | |
|---|---|---|---|
| Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, personal maintenance skills, professional conduct, etc… to prepare individuals for unsubsidized employment or training | | | |
| (Other - partner identified) | | | |
| **Training Services** | | | |
| Occupational skills training, including training for nontraditional employment | | | |
| On-the-job training | | | |
| P8rograms combining workplace training with related instruction; may include cooperative education programs | | | |
| Training programs operated by the private sector | | | |
| Skill upgrading and retraining | | | |
| Entrepreneurial training | | | |
| Job readiness training | | | |
| Adult Education and Literacy activities provided in combination with any of the above training services | | | |
| Customized training conducted with a commitment by an employer to employ upon successful completion of training | | | |
| (Other - partner identified) | | | |
| **Other - Support Services** | | | |
| Needs Related Payments | | | |
| Transportation | | | |
| Child Care | | | |
| (Other - partner identified) | | | |

## VI. Referral Arrangements

- Describe the systematic referral process available at the One-Stop sites and any alternative locations and explain how it will connect customers (both jobseekers and employers) to the services. This description should include the methods for referral of customers between the One-Stop operator(s) and the One-Stop partners and address the following:

  Who will be the point of contact for the customer (including employer customers)?

  How will intake, enrollment and assessment processes be handled?

  Who will provide these services and how will initial referrals for service take place?

- Describe the referral process and procedures that partners have agreed to use in the One-Stop system (this may differ partner by partner).

- The following assurance should be included in each MOU: All One-Stop partners agree to participate in the New York State Job Bank. For the purpose of this MOU, the New York State Department of Labor defines participation in the Job Bank as:
  i. Ensuring a single point of contact for business and job seekers no matter where they access the system.
  ii. Entering Job Orders and Job Seeker Registrations in the NYS Job Bank system as the database and tracking system for referral and placement and to maximize job matching for each local workforce development system.
  iii. Using the NYS Job Bank system to coordinate business contacts and to maximize local WIA system goals as negotiated in the local MOU.
  iv. Use the NYS Job Bank as the basis for the development of a comprehensive system to measure results of ALL partners in the WIA in a non-duplicative way, while also allowing the LWIB to extract partner specific results.

## VII. Information Sharing

- New York State has chosen to utilize the One-Stop Operating System (OSOS) as its Case Management/Management Information System. Two recent Technical Advisory's (53-99 & 54-99) have been released by NYSDOL to provide additional information (background, hardware & software requirements, system functionality, etc…) on this system. Further information on network integration considerations will be provided throughout the next several months. NYSDOL strongly encourages the use of this system by all partners in New York State.

- The MOU should identify whether OSOS will be utilized to implement WIA in the local area. If OSOS will not be used, then the MOU must describe what system will be utilized or developed to meet the needs of the local One-Stop system. The MOU must contain an assurance that this alternative system will be compatible with OSOS.

- A general assurance should be included indicating that appropriate confidentiality parameters will be honored and that separate Confidentiality Agreements among partners wishing access to other partner's information may need to be executed. If a common customer release form has been developed by all the partners for use in the One-Stop system, a copy should be attached to this Agreement.

## VIII. Cost Allocation and Resource Sharing

- MOU negotiations between the LWIB and all the One-Stop system partners should include the following steps:

1. Identify all of the system partners. This includes partners physically located at the one-stop center and those located at alternate sites.

2. Identify all projected costs expected to be incurred, for the appropriate timeframe, which are necessary for the operation of the one-stop center and the administration of the one-stop system. This would include expenses incurred by the LWIB.

3. Group the costs identified in Step 2 by the partners receiving benefit from the costs. For example, partners not located at the one-stop center would not share in the rent cost of the center.

4. Establish cost pools as appropriate.

5. Determine an allocation method or base to be used for each pool and individual cost. It would most likely not be reasonable to use the same allocation method or base for all costs.

6. Allocate the pools and individual costs to the various partners using the allocation methods and bases determined in Step 5. This will establish the total costs allocable to each partner.

7. Determine the total shared costs to be paid by each partner. Then compare these totals to each partners' allocable share of the total costs as determined in Step 6.

8. If any payments are required between partners as a result of the above process, a further contractual agreement will be required. (Each MOU should include a statement to this effect, to ensure that all parties are aware that this MOU is not a funds obligating instrument).

NOTE: The attached <u>Guidelines for Cost Allocation Plans</u> includes an example of these steps. A One-Stop System Cost Allocation Guide is also currently being developed by NYSDOL to provide additional technical assistance on this process. This Guide will be released shortly.

## IX. Dispute Resolution

- The parties hereto shall first attempt to resolve all disputes arising from the provisions contained in this MOU, informally and at the lowest applicable staff level. If dispute resolution is not accomplished, any party may call a meeting of the parties to formally discuss and resolve all such disputes. Should the parties fail to resolve the dispute, the dispute shall be referred to the Chair of the BOARD, who shall place the dispute upon the agenda of a regular or special meeting of the BOARD or it's Executive Committee. The Executive Committee shall mediate the dispute and shall have final authority to resolve the issue.

## X. Severability

- If any part of this MOU is found to be null and void, or is otherwise stricken, the rest of this MOU shall remain in full force and effect, until renegotiated or rewritten.

## XI. Modification/Termination

- This MOU constitutes the entire agreement between the parties hereto. This MOU may be modified, altered, revised, extended or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all the parties. Submission of a revised MOU does not necessarily require a modification to the local plan.

- Any party to this MOU may terminate their participation in this MOU by giving not less than ninety (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.

## XII. Signatures

- The MOU should conclude with a signature page for all One-Stop partners and the Chairman of the local board to sign to confirm their acceptance of its terms by their signature.

# C Appendix: Organization Budgets

## Sample 1

Grant

| | |
|---|---|
| **Personnel** | |
| Director (10%) | |
| P.Manager (40%) | |
| P. Manager 1 ag (70%) | |
| P. Manager 2 event (20%) | |
| Clerical (10%) | |
| Budget Manager (5%) | |
| **SubTotal FTE Salary** | |
| Total FTE Fringe (31.1%) | 0 |
| **Total FTE Cost** | **0** |
| Graduate Assistants | 9,000 |
| Total GA fringe(8.8%) | 792 |
| **Total GA Cost** | **9,792** |
| **Total Personnel** | **9,792** |
| | |
| **Other Expenses** | |
| [redacted] *Web support* | *7,800* |
| Consultants | 12,000 |
| Lodging/Meals | 2,920 |
| Mileage | 3,550 |
| General Supplies | 1,000 |
| Printing – Outreach | 3,000 |
| Equipment Rental | 1,250 |
| Facilities Rental | 1,000 |
| Conferences-Attending | 1,200 |
| Conference-Hosting | 10,000 |
| Training | 3,900 |
| Research Support | 9,000 |
| **Total Direct Costs** | **56,620** |
| Total Personnel and Direct | 66,412 |
| F&A Rate (26%) | 17,267 |
| **Total Award** | 83,679 |

# Sample 2

**Year Two Project Budget**

| | % Time | YEAR 2 TOTAL | [redacted] RECEIVED | [redacted] REQUEST | [redacted] REQUEST | [redacted] RECEIVED | [redacted] RECEIVED | [redacted] RECEIVED | Funding TBD | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| **PROJECT MANAGEMENT** | | | | | | | | | | |
| Director | 100% | $ 60,000 | $ 24,760 | $ 13,000 | | $ 7,250 | | | $ 14,990 | $ 60,000 |
| Intern(s) | | $ 13,520 | $ 13,520 | $ - | | | | | $ - | $ 13,520 |
| SUBTOTAL SALARIES | | $ 73,520 | $ 38,280 | $ 13,000 | | $ 7,250 | | $ - | $ 14,990 | $ 73,520 |
| Benefits | 15% | $ 11,028 | $ 5,742 | $ 1,963 | | $ 1,088 | | $ - | $ 2,236 | $ 11,028 |
| SUBTOTAL | | $ 84,682 | $ 44,148 | $ 15,000 | $ - | $ 8,400 | | $ - | $ 17,484 | $ 84,682 |
| **PROGRAM EXPENSES** | | | | | | | | | | |
| Organizational Capacity Building | | | | | | | | | | |
| *Strategic Visioning and Planning* | | $ 12,000 | $ 10,000 | | | | $ 2,000 | | $ - | $ 12,000 |
| Communications and Outreach | | | | | | | | | | |
| *Third Annual Summit (space rental, food, promotional materials, etc)* | | $ 10,000 | | | | | | | $ 10,000 | $ 10,000 |
| *Key Messaging and Brand Strategy ([redacted] Pro-Bono)* | | $ 55,000 | | | | | | $ 55,000 | $ - | $ 55,000 |
| *Identity Development* | | $ 3,500 | | | | | | | $ 3,500 | $ 3,500 |
| *Website redesign and launch* | | $ 12,500 | $ 2,000 | | $ 7,000 | | | | $ 3,500 | $ 12,500 |
| *Electronic Newsletter (Constant Contact)* | | $ 500 | | | $ 500 | | | | $ - | $ 500 |
| *Print Materials (Meeting Materials, Identity Collateral, Additional Printing of Research Paper, etc)* | | $ 5,000 | | | $ 4,000 | | | | $ 1,000 | $ 5,000 |
| Travel Expenses | | | | | | | | | | |
| *Site Visits and Offsite Meetings within the Region ($100/month)* | | $ 1,200 | | | $ 1,200 | | | | $ - | $ 1,200 |
| *Conference Attendance (two conferences outside the Region $1,150 each)* | | $ 2,300 | | | $ 2,300 | | | | $ - | $ 2,300 |
| Project Overhead | 10.00% | $ 8,818 | $ 3,852 | | | | | | $ 4,966 | $ 8,818 |
| SUBTOTAL | | $ 110,818 | $ 15,852 | $ - | $ 15,000 | $ - | | $ 55,000 | $ 22,966 | $ 110,818 |
| **PROJECT TOTAL COST** | | $ 195,500 | $ 60,000 | $ 15,000 | $ 15,000 | $ 8,400 | $ 2,000 | $ 55,000 | $ 40,450 | $ 195,500 |
| | | | 31% | 8% | 8% | 4% | 1% | 28% | 21% | 100% |

# D Appendix: Budget Narrative

The [redacted] Career Development Project

[redacted]

[redacted]

NARRATIVE BUDGET JUSTIFICATION

*Salaries and Wages*

**Program Director 20%**- The responsibilities of the Program Director will begin with the writing of the initial grant, and also the initial hiring of the Program Manager, initial budgeting, and subsequent bi-weekly billings. Program Director will also be responsible for the ongoing merging of the four separate non-profits of the [redacted]. The Program Director will also assist with insurance and transportation and cash flow issues.

**Program manager 100% -** The responsibilities of the Program Manager will consist of; identifying, screening , coordinating and assessing all support services for the [redacted] members including; educational, social, health and mental health services as well as life and ready to work skills training. The Program Manager will also be the advocate for the enrolled youth by creating and developing partnerships and relationships with viable employers within the [redacted], [redacted]. That position requires that the Program Manager be the lead career advisor and assist [redacted] The requested salary that is commensurate with this effort is 100% for the Program Manager.

**Field Supervisor 100% -** The responsibilities of Field Supervisor will consist of; observing, coaching and directing all of the assigned Crew Leaders of the active [redacted] site. Field Supervisors (and Crew Leaders) will assist Members in the creation of their own Individual Development Plans, (IDP's), and maintain follow up conversations with them for a minimum of six months following their term of service. The Field Supervisor will also coordinate all service projects by identifying opportunities, negotiate contracts, hiring, payroll and reporting. The requested salary that is commensurate with this effort is 100% for the Field Supervisor who will be supervising three Crew Leaders.

**Crew Leaders 100% -** The responsibilities of the Crew Leaders will consist of the supervision of the service and attendance for each of their assigned crew members. To achieve the highest retention and maximum outcomes of the [redacted], the Crew Leaders will attend [redacted] to enable them to effectively challenge them to achieve the team and individual goals. They will be the [redacted] member's primary source of support, encouragement, and counseling and will also be responsible for coordinating the available support services required. The requested salary that is commensurate with this effort is 100% for the Crew Leader.

**Jr Crew Leader** 100% - 2 [redacted] members recruited for the 2nd cycle, not funded thru [redacted].

*Fringe Benefits*

Fringe Benefits are calculated for separately for each of the 4 non-profits but average 12.5%.

*Communication Expense*

Field Communications: Cost to purchase and service three phones for field staff.

*Education and Training*

[redacted]: cost of cross-site, specialized and facilitated training sessions for [redacted].

Instructional Materials: Cost of instructional materials, (workbooks, manuals, charts and reference books), for [redacted]

*Office Supplies*

Office Supplies: Cost of general office supplies and postage required for use in training and job search for [redacted] related activities only. Cost of manuals per site.

*Professional Services*

Required insurance consulting and financial audits as needed.

*Supportive Services*

Uniforms: Uniforms for 76 additional [redacted].

*Travel*

[redacted] network forum: Funds are requested for travel/lodging/meals for four staff members to the Network Forum in 2009.

*Insurance*

Vehicle Insurance: Insurance is estimated at approximately $6000.00 per van for the duration of this project.

*Equipment*

Vans: Lease three 12-15 passenger vans for 6 months, (with extension clause for continuance of program pass [redacted]), from a fleet management company.

Tools: The cost of small equipment and tools necessary to complete various field projects. Personal protective equipment, (PPE), must be purchased for each [redacted] member at the start of each session as it cannot be re-used in the following cycle due to health issues.

*Information Technology*

Computers: The cost of 4 computers for site staff, with additional anticipated costs for literacy software for CMs who have low reading skills. Additional costs related to the initial setup of computer labs at a central site.

Occupancy

Due to the expansion of the number of [redacted] members at [redacted] and [redacted], those organizations have been forced to lease new space in two buildings. These organizations lease the supplemental space for [redacted] member occupancy and training. They are requesting reimbursement for those monthly leasing costs commensurate with the percentage of space utilized for [redacted] operations.

# E Appendix: Checklist

## Pre-Plan

- √ Define how green jobs fit with your mission
- √ Assess the external feasibility of your program
  - ☐ Skills and certifications of interest to businesses
  - ☐ Potential jobs/employers
  - ☐ Trainee skill set
  - ☐ Municipal support
  - ☐ Funding sources
- √ Assess the internal feasibility of your program
  - ☐ Staff capacity
  - ☐ Financial capacity
- √ Consider building partnerships with stakeholders in the community
  - ☐ Contact
    - ◇ Nonprofits
    - ◇ Municipalities
    - ◇ Businesses
    - ◇ Labor
    - ◇ Social service agencies
    - ◇ Workforce Investment Boards and One-Stop Centers
    - ◇ Educational institutions
    - ◇ Judicial system
    - ◇ Community groups
  - ☐ Formalize partnerships
    - ◇ MOU (optional)

## Plan

√ Create a project plan that includes

- ☐ Goals
- ☐ Outcomes
- ☐ Key program activities
- ☐ Performance measures
- ☐ Financial plan

√ Create a program budget (optional budget template included in report)

√ Apply for funding by addressing

- ☐ Past grantee attributes
- ☐ Track record
- ☐ Diverse funding steams

## Implementation

√ Tailor training to employers' needs

√ Provide vocational and soft-skill training

√ Assist in job placement

√ Track trainees' progress

## Evaluation

√ Before program begins decide

- ☐ What data
- ☐ Where to get data
- ☐ When to collect data

√ Incorporate results into next year's program

# F Appendix: Methodology

Two main research methods informed this report. First, we reviewed existing literature on the following topics: green and traditional jobs programs, relevant environmental projects, community collaboration, project management, evaluation methods, budgeting; sustainability, and assessment. We also spoke with several practitioners and academic leaders in these fields.

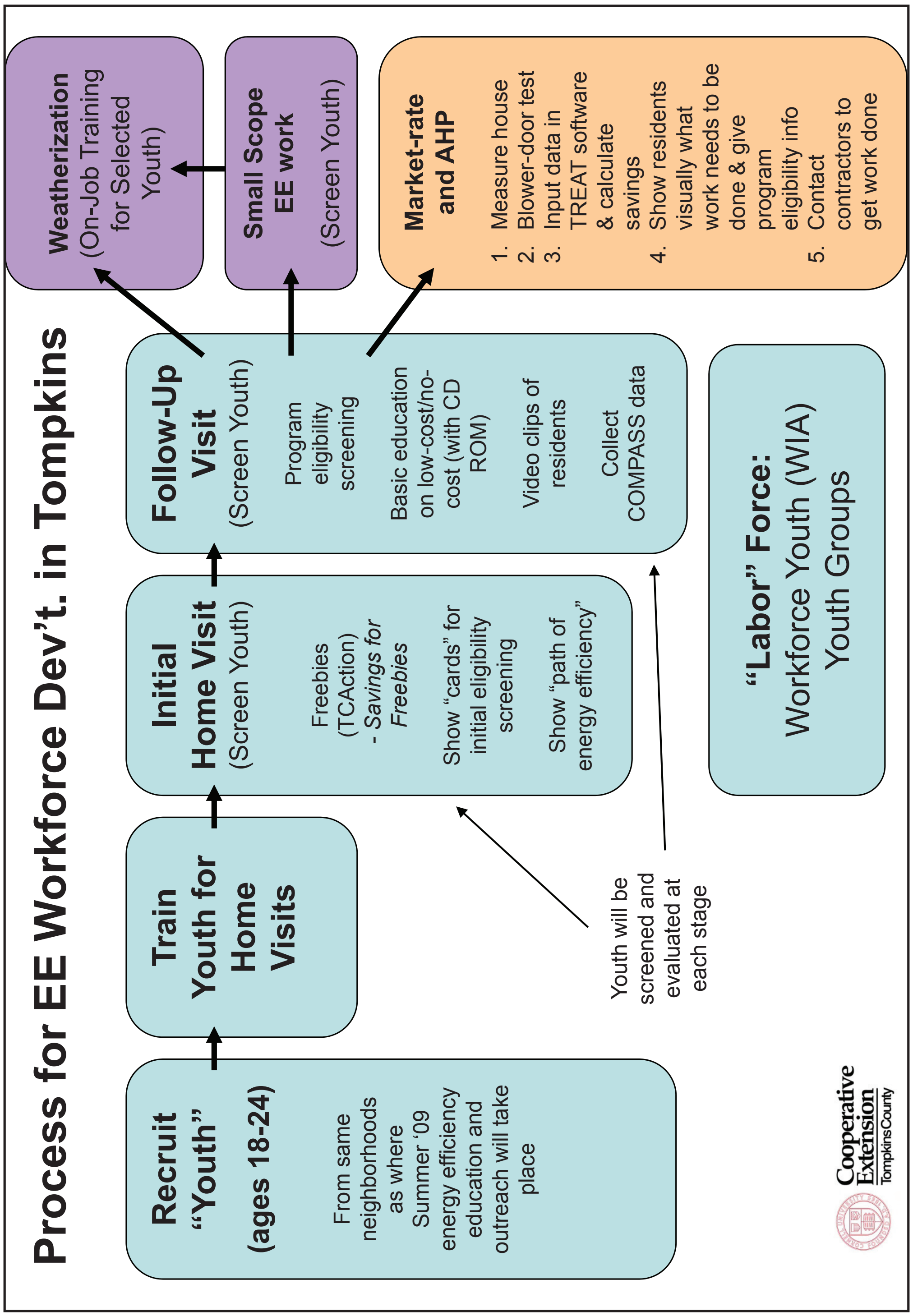
We conducted interviews, speaking with professionals serving in organizations running green job training programs or associated with them. We spoke with nonprofits, unions, Workforce Investment Boards, One-Stop Centers, local governments, and educational institutions. We interviewed organizations across the country but gave special attention to New York State to help us understand how state policies impact green job training programs. We sought to interview the most active organizations in the field, as determined by our literature review. We also asked for additional contacts during each interview to broaden our network of interviewees. The organizations we spoke with were not selected from a random sample, but are the result of a targeted effort to speak with those who are most active and knowledgeable on the topic of green job training programs. The programs we chose were also at different stages in their development, and interviewees held varying positions in their respective organizations. The advice given in this report is thus based on real-life examples, not statistical analysis.

Most interviews lasted for 30 minutes and the questions varied depending on the position of the individual being interviewed and the role of his or her organization. We selected questions for each interview from a comprehensive list of standardized questions, thereby ensuring that interviewees in similar positions and organizations would be asked the same questions. The interviewees' responses allowed us to contrast the effectiveness of different methods and compare varying management strategies across organizations.

We requested copies of program budgets from our interviewees. We have included these documents in the report to provide real-world examples of budgeting and planning strategies for green job training programs.

Over the course of this project, we spoke with 32 organizations across the country including 12 in New York State. We hope that the information within this report will help other organizations develop successful green jobs programs.

# G Appendix: Sample Activity Plan for Workforce Development



# H Appendix: Evaluation Tables

**Tips for Asking Questions**

| Problem | Example | Solution | Example |
|---|---|---|---|
| Loaded Questions | Do you support laws for bicycle helmets to save human lives? | Tone it down | Do you feel that bicycle helmet legislation is required to reduce injuries from bicycle crashes and/or collisions? |
| Compound question | How satisfied were you with the time and location of the sessions? | Break it down | How satisfied were you with the time of the sessions?<br>How satisfied were you with the location of the sessions? |
| Double negatives | Do you agree or disagree with the following statement:<br>Lack of measles immunizations is not a problem in Ontario. | Remove a negative | Do you agree or disagree with the following statement:<br>Measles immunization is a problem in Ontario. |
| Double-barrelled questions | Do you breastfeed to save money? | Ask it in stages | Do you breastfeed?<br>If yes, why? |
| Leading questions | Most doctors believe that lack of exercise leads to heart disease. Do you agree? | Get rid of the bias | Do you agree or disagree with the following statement:<br>Lack of exercise leads to heart disease. |
| Jargon or technical terms | Determinants of health | Say what you mean in everyday language | Factors which affect our health |
| Foreign phrases or slang | Raison d'être | Explain exactly what you mean | Purpose |
| Acronyms & abbreviations | PHN | Spell it out (at least the first time) | Public Health Nurse |

**Source: http://www.phac-aspc.gc.ca/php-psp/pdf/toolkit/Step%203.pdf**

| Data Collection Methods | | | |
|---|---|---|---|
| *Method* | *Overall Purpose* | *Advantages* | *Challenges* |
| Questionnaires, surveys, checklists | quick and easy way to get information from people | • can complete anonymously<br>• inexpensive<br>• easy to compare and analyze<br>• administer to many people<br>• can get lots of data<br>• sample questionnaires available | • may not get careful feedback<br>• wording can bias client's responses<br>• impersonal<br>• may need sampling expert<br>• may not get full story |
| Interviews | a way to get a more in depth view of someone's impressions or experiences | • depth of information<br>• develops relationship with client<br>• can be flexible with client | • time consuming<br>• difficult to analyze and compare<br>• costly<br>• interviewer can bias client's responses |
| Documentation review | to evaluate a program without disrupting it | • get comprehensive and historical information<br>• doesn't interrupt program or client's routine in program<br>• information already exists<br>• few biases about information | • time consuming<br>• may have incomplete info<br>• data restricted to what already exists |
| Observation | to gather information about process and operations | • view operations of a program as they are actually occurring<br>• can adapt to events as they occur | • can be difficult to interpret seen behaviors<br>• can be complex to categorize observations<br>• can influence behaviors of program participants<br>• can be expensive |
| Focus groups | explore a topic in depth through a group discussion | • quickly and reliably get common impressions<br>• can be efficient way to get much range and depth of information in short time<br>• can convey key information about programs | • can be hard to analyze responses<br>• need good facilitator for safety and closure<br>• difficult to schedule 6-8 people together |
| Case studies | to conduct a comprehensive examination of client's experiences | • fully depicts client's experience in program input, process, and results<br>• powerful means to portray program to outsiders | • usually quite time consuming to collect, organize, and describe<br>• represents depth of information, rather than breadth |

**Source: http://managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345**

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