

# American Recovery and Reinvestment Act

## A Guide to Entry-Level Jobs and Training and Education Opportunities for *Making Connections* Communities

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## Table of Contents

Overview of the Statute .....	2
Opportunities for <i>Making Connections</i> Communities .....	2
Job Creation .....	3
Key strategies/innovations that would benefit low-income communities .....	4
How the money will flow, levers of influence, and key questions.....	5
Other Principles Guiding the Implementation of the ARRA.....	8
Key Areas of Focus for <i>Making Connections</i> communities .....	9
Key Areas for Entry-Level Jobs within the ARRA .....	11
Appendix: Other Principles Guiding the Implementation of the ARRA.....	48

This guide is part of a series of resources being developed by the Center for the Study of Social Policy for communities participating in the Annie E. Casey Foundation's *Making Connections* initiative. For the past decade, *Making Connections* communities have been working to improve the lives and prospects of families living in some of America's toughest neighborhoods by creating economic opportunities, improving the quality of services and supports, and strengthening social networks. Used wisely, the resources provided through the American Recovery and Reinvestment Act can contribute to and build on the work that *Making Connections* and other communities are doing to achieve and sustain more equitable results for families living in low income neighborhoods.

## ARRA

# Guide to Entry-Level Jobs and Training and Education Opportunities for *Making Connections* Communities

## Overview of the Statute

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The American Recovery and Reinvestment Act (ARRA) was signed into law by President Obama on Tuesday, February 17, 2009. It is the broadest and largest funding package in American history. The intent of the statute is to stimulate the economy both through direct spending on a range of programs and to create tax relief. Key to the stimulus is the creation of jobs to employ or re-employ workers.

This document focuses on the spending provisions related to the estimated 3.5 million jobs that will be created by the statute, with a particular focus on entry-level jobs that will be created, as well as opportunities to provide training and education to residents of *Making Connections* neighborhoods and other low-income communities.

## Opportunities for *Making Connections* Communities

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*Making Connections* and other low-income communities may be able to benefit significantly from a range of spending provisions in the law – but quick, coordinated strategies are needed to ensure that communities have a place at the table. The priority in the statute is getting government money circulating in the economy *fast* – and this has taken precedent in many ways over targeting residents most in need of employment. Because it is short-term spending, there is little room for what many residents need – longer term education and training that would position them for a number of the jobs being created by the law.

There are a few key areas in which there is the promise of entry-level jobs, which will be the focus of this guide. There are also additional ways in which communities might create strategies for utilizing the funds for longer-term benefit and programming, which will also be noted in this guide.

To influence how the funds flow, there are several key actions for communities to take:

1) **First and foremost, act now, and act fast.** Governments and organizations across the country are mobilizing and determining how the funding will be spent – the first money will flow in early March, and many of the law's provisions require spending plans to be in place within government in less than three months. Decisions are being made immediately, and while no spending plan will go exactly according to plan, the broad parameters will remain and it will be more difficult to influence the spending even a month from now.

2) **Identify the key stakeholders at the state and local level and their role in stimulus spending.** While it may be difficult for a particular community to get a seat at the table, it will be important to communicate with those that are making the decisions and to have a strategy for influencing their decisions.

3) **Prioritize, based on a community's capacities, which areas of the law will bring the most significant impact.** Focusing on all the possible areas for entry level employment created by the ARRA will be difficult. Consider where there are training or education systems in place that can be built upon, or where a community has a particular area of influence. For example, *Making Connections* communities with a strong Community Action Program partner may be able to discuss use of the Community Service Block Grant funds for employment or other uses. Similarly, if a community does not already have a strong pre-apprenticeship construction program and/or partnerships with unions, this is probably not the time to advocate for starting such a program – but it may be a good time to strategize how to connect residents who have some basic construction experience with local contractors.

4) **Provide solutions and ways for government to help low-income communities benefit.** Being proactive and suggesting ways (e.g., strategies, programs, and policies that have been developed through *Making Connections* and are making a difference for families) to spread the benefit of the ARRA is essential in this fast-moving environment.

5) **Demonstrate how *Making Connections* can add value.** *Making Connections* communities have expertise and leveraging ability that can help cities and states in ARRA implementation:

- Bringing knowledge of “on-ramp” contextualized literacy programs that can prepare low-skilled workers to gain training in ARRA entry-level jobs;
- Aligning *Making Connections* pipelines with the ARRA work;
- Offering other prototype tools and programs (on-line benefits access, Centers for Working Families);
- Leveraging ARRA work with other existing or planned *Making Connections* programming and resources;
- Working with ARRA implementers to strategize how to use these short-term funds to build a longer-term infrastructure that can position communities for economic competitiveness;
- Discussing and demonstrating the outcomes measurement tools that are being used for program improvement and accountability for *Making Connections* strategies; and
- Bringing outreach, organizing, and social networking building expertise that can link residents to job opportunities and also lend to transparency and accountability

## Job Creation

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The ARRA promises to create millions of jobs as a key strategy towards economic recovery. It is important to note that there will be two categories of jobs created:

- 1) New jobs: these are jobs that didn't exist before, including many of the green jobs
- 2) Re-employment jobs: these are jobs that will put unemployed workers back to work, many of them in the construction industry.

Many analysts believe two things:

1) Most of the jobs will go to dislocated workers – those in the second category who lost their jobs in the past two years.

2) Most of the jobs will go to skilled workers rather than low-income low-skilled workers. Because of the rapid rate of the statute’s spending, workers with skill sets are far better positioned to access the jobs created than those that need significant education or training. A good example of this would be the jobs created by the broadband portions of the statute – while there are some entry-level construction jobs needed to bring broadband to unserved parts of the country, most of the jobs require a technical certificate or advanced degree. Only those with the training and credentialing already in hand (or nearly in hand) will be able to benefit immediately from those jobs.

There are several areas where a large number of jobs will be created:

- 1) Construction – highway, transit, public housing, and affordable housing.
- 2) Green jobs – some construction jobs, weatherization, and energy efficiency.
- 3) Indirect jobs – these will include a wide range of occupations, including administrative jobs to support the actual construction or green jobs work. Other areas of job creation may include food service (as people go back to work and begin re-spending).

Entry level jobs will be created in:

- 1) Construction
- 2) Weatherization
- 3) Child care
- 4) Indirect jobs

Because of this, it’s important to look at each area of funding and determine which jobs are easily accessible to low-income residents in *Making Connections* neighborhoods, and also to work on strategies that will create a window of opportunity for residents.

## **Key strategies/innovations that would benefit low-income communities**

The overall message to promote regarding the jobs being created by this statute is:

*“This is an opportunity to put some of the most hard-hit residents to work. We want to make sure that our communities have the opportunity to receive training and have access to the jobs created by this bill, and we want to work with city and state government to do so.*

*We have experience blending public and private funds to create programs and opportunities that lead to good employment outcomes for residents living in some of the toughest neighborhoods in the region and can bring that experience as well as Making Connections resources and technical assistance to help assure that ARRA funds provide equitable benefits, focus on results, and help us build the infrastructure needed for longer term economic competitiveness.”*

To achieve that goal, there are specific policies that can be promoted that can help residents of *Making Connections* and other low-income communities access the jobs. These include:

1) *Set-asides for hiring*: working with City and/or State government, establishing a set-aside of jobs for low-income, unemployed residents. For example, setting aside 15% of the jobs for a construction project for a period of 30 days, with the provision that after that time period the contractor may fill the jobs with any worker (because otherwise the work would be delayed and the federal government will withdraw unspent funds after a certain time period).

2) *Preparing workers for jobs next year*: ARRA funds will be spent over a period of 2-3 years. There is a much greater likelihood that low-skilled residents can be prepared for the jobs created, and that there will be the time to train workers in some shorter-term areas. Training to help residents get jobs in Early Head Start or weatherization may be two good examples.

3) *Building long-term training or infrastructure* for both the ARRA period and afterwards. For example, funding the start-up of an on-line benefits program with ARRA CDBG human service funds will both help unemployed and underemployed residents access critically needed benefits now, and will also remain in place once ARRA resources are expended.

4) *Aligning funding streams for maximum impact*. Much of the focus within the statute is on employment and training. However, there are additional opportunities to create leverage and greater impact within the law by promoting ways to align the funding across various areas. *Making Connections* communities and strategies, because they are focused on a comprehensive, integrated response to poverty are well-positioned to suggest strategies for this alignment. For example, some of the foreclosure funds could be targeted to family day care providers, many of whom are losing their businesses (and therefore their jobs) because of declining enrollment and an inability to pay their mortgages. At the same time, working with family day care providers to access some of the child care subsidies within the ARRA will also stabilize their businesses. Similarly, workforce funding can be used to support training for administrative jobs (indirect job creation through the law) or for data entry jobs (anticipated jobs created through the Health Care Information Technology provisions).



## **How the money will flow, levers of influence, and key questions**

Funds will flow from the federal government in a variety of ways. Following are some of the channels for the funds, and considerations for communities in how to access or align themselves for each flow of funds. In addition to these general questions, there are specific questions to ask for each kind of funding that will be outlined in separate documents focused on those funding streams.

### **1) Federal Government to State Government**

Most of the funds will flow directly to states through pre-set formulaic allocations. Most of the allocation formulas are based on FY08 spending. To determine the amount from the stimulus, communities need to find out the percentage of funding for a particular item (for example, Surface Transportation Funding) of the entire US allocation, and then apply that allocation amount to the total amount in ARRA.



There are several key state government agencies that will be receiving the funds where entry-level jobs will be created or backfilled through projects funded by the state agencies.

- Transportation
- Energy
- Health and Human Services
- Housing and Community Development

In some cases the departments also have a sub-allocation formula that they must use to distribute the money to localities; in others the allocation is to the state government with timeline requirements for allocating and distributing the funding to specific projects or programs.

Each state varies in how they are managing the funds. Most have set up Offices of Economic Recovery (or similar name) and have appointed one person to oversee the state allocations of ARRA. In some cases this person has budgetary authority (they make decisions and have influence over how funding is spent within each state agency); and in others they are coordinating the pass-through of funds to the state agencies, where the decision-making power lies. There is often a cabinet-level committee working on the ARRA fund implementation as well. Determining how the money is being managed and who the decision-makers are is critical to influencing the final flow of dollars.

*Questions to Ask about the State Funding:*

1. Who is responsible for overseeing the state's efforts?
2. What is the authority of individual overseeing the funds?
3. Is there a cabinet-level or other committee that is cross-agency that is working to coordinate the funds and determine how they are flowing?
4. What is the authority of individual state agencies with regards to spending the funding?
5. How are the state agencies planning to award funding – competitive, existing projects, etc.?
6. What is the timeline for finalizing distribution of the funds and the specific projects that will receive funding, and how can we influence that process?

*Points of Potential Influence:*

- Governor: The Governor has significant authority in the distribution of the funds and in how funds are allocated to specific projects.
- State Legislatures: State legislatures may elect to assert their authority to have a say in how funds are distributed; understanding their role and level of influence is critical.
- Cabinet secretaries: The secretaries will be overseeing the distribution of funds within their agencies, and will also be responsible for reporting on the use of the funds.
- Congressional delegation: The congressional delegations were involved in the passage of this statute and most are closely monitoring its implementation. Asking the congressional delegation to advocate with state decision-makers for inclusion of low-income communities in the jobs created through various funding streams helps to build visibility and influence over the state's decisions to use policy levers regarding the jobs created.
- Unions: Within construction in particular (including transportation, transit, and housing), where unions are present they will play a strong a deciding role in the employment of workers through their union hiring halls.

- Metropolitan Planning Authorities: For some of the transportation funds, the input and oversight of metropolitan planning authorities may provide another opportunity

## 2. Federal Government to Local Government

- Education
- Community Development Block Grant
- Public Housing
- WIA (while this flows through the state, local workforce boards have policy-setting roles for ARRA, and the local boards are appointed by the Mayor).

Questions to ask about a City's role in ARRA:

1. Who is responsible at the City level for distribution of the funds?
2. How is the City planning to ensure that low-income residents have access to the jobs created?
3. How is the City working with state government overall on ARRA and what are the issues that are coming up?
4. How is the city using funds it does have direct control over to align the jobs being created with training for low-income residents?

## 3. Federal Government Competitive

- Neighborhood Stabilization
- Health Resources Services Administration worker training
- Department of Labor labor shortages funding (green jobs and health care)

These funds will be allocated through a national competition. Depending on the funding source, there are a range of applicants. Funding competitions will be announced quickly, usually within 60 days of the ARRA's enactment (or by the middle of April); with awards within 120 days.

*Questions to consider:*

1. Who is eligible to apply? What capacity do they have?
2. How can we influence the application to ensure that *Making Connections* residents and communities benefit from the application?
3. Is there a role to play in building a competitive collaborative?

*Influence:*

- This will depend on who is planning to apply. The largest pot of funds, the Neighborhood Stabilization funds, allows many entities to apply. It may make strategic sense to advocate for and participate in a unified application.

## 4. Federal Government Discretionary

Relatively small amounts of funding are set aside within some of the federal agencies to spend at the Secretary's discretion, although most also have some guidelines for how the discretionary money might be spent.



## General governing regulations



There are three key governing regulations:

- 1) Davis-Bacon: This is the prevailing wage law that applies to all construction projects in the ARRA. Prevailing wages are set in each locality by the federal government
- 2) Labor Standards: Labor standards must be adhered to for all employment generated by the ARRA.
- 3) Transparency and accountability. The law establishes a new web site, [www.recovery.gov](http://www.recovery.gov), which will list all formulaic distributions of funding, all competitive grant awards, and any other funding spent through the statute. It will also list when federal and state funding competitions are made available.

Many of the provisions of the ARRA waive usual procurement processes in an attempt to expedite the contracting process. This has benefits and drawbacks – while it will probably ensure that funds are spent in communities earlier, it also may mean that in the process there are some less fair competitions.

### Helpful Web Sites:

Throughout the guide, there are web sites listed for particular areas that may be useful. There are also several general web sites worth bookmarking and checking on a regular basis:

[www.recovery.gov](http://www.recovery.gov) Noted earlier, this is the main ARRA web site for the government – all contracts, competitive funding rounds, contractors, and other information will be listed here. Note that each state probably already has their own web site related to the ARRA.

[www.usaspending.gov](http://www.usaspending.gov) Also noted earlier, this web site has a wealth of information on past spending, including contracts for services that can be an indicator of who to contact regarding ARRA work.

[www.workforcealliance.org](http://www.workforcealliance.org) The Workforce Alliance focuses on workforce issues and was instrumental in securing ARRA workforce funding. Sign up for their email updates to learn about ARRA implementation and related policy issues.

<http://progressivestates.org/node/22761>. The Progressive States Network has a helpful guide and will be monitoring the implementation of ARRA.

[www.clasp.org](http://www.clasp.org) The Center for Law and Social Policy focuses on a range of programs and services included in ARRA.

## Other Principles Guiding the Implementation of the ARRA

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Two important sets of principles have been developed nationally which can serve as key guides for local *Making Connections* communities as they advocate for the best possible use of ARRA funds.

The Working Poor Families Project, working with a number of national organizations committed to improving the lives of low-income families, has created a set of principles for states to adopt in implementing the ARRA. The principles are attached at the end of this document and can also be downloaded from: [www.workingpoorfamilies.org](http://www.workingpoorfamilies.org).

The Apollo Principles were developed by the Apollo Alliance, a coalition of labor, business, environmental, and community leaders working to catalyze a new generation of high-quality, green-collar jobs. The principles are also attached at the end of this document and can be downloaded at: <http://apolloalliance.org/wp-content/uploads/2009/03/apollo-principles-for-economic-recovery-final-11.pdf>.

## **Key Areas of Focus for *Making Connections* communities**

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Funding streams within ARRA are numerous, making it hard to determine where to focus attention. The sections below focus on the areas where: 1) there is a volume of funding that is likely to translate into significant jobs; and 2) the jobs are likely to include entry-level jobs. There are a few sections that detail significant money but where entry-level jobs are unclear or improbable; these are listed so that *Making Connections* communities are aware of them and not distracted by potential jobs that aren't there.

The main areas of focus for *Making Connections* communities are most likely:

1) Workforce and adult education provisions: while not job creators in and of themselves, workforce funding will be essential glue to aligning jobs created in other portions of the statute with training and education.

2) Other flexible dollars that might be used for workforce or other *Making Connections* activities: The community development block grant and the community services block grant are both possible funding streams that could be used to knit a community's work on ARRA together.

3) Green Jobs: A rapidly emerging set of occupations that crosses many industries, green jobs are one of the largest job creators in the statute – and it is here that building infrastructure for the future is most critical. A particular focus on weatherization jobs, with a career pathway built to green construction jobs, is likely a strategic choice for communities.

4) Construction jobs: These jobs are created in construction, transit, and housing – and are probably the largest volume of jobs within the law. Understanding how construction contracts are procured, who the key stakeholders are, and what mechanisms exist to prepare workers and link them to entry-level jobs will be critical for *Making Connections* residents.

4) Child care jobs: While the number of jobs created may be smaller, this is a good opportunity for on-ramping and training *Making Connections* residents for jobs with relatively low thresholds of training.

5) Health care IT jobs: It is unclear exactly what jobs will emerge from this large initiative to put the nation's health care records on-line; however, it is very likely that data entry jobs and IT administrator jobs will be created.

6) Indirect jobs: Throughout the statute, indirect jobs will be created – as people go back to work, they will again need a range of goods and services. In many ways, this may be the area where most *Making Connections* residents secure employment – and being prepared to facilitate residents securing those jobs will be important.

Each *Making Connections* community will need to assess its assets, abilities, and capacity in deciding upon the strategy to pursue. It would be difficult to focus on all of the jobs created by ARRA – focusing on key areas where *Making Connections* can have influence and impact that result in solid outcomes for residents will be critical to achieving success with ARRA.

## Key Areas for Entry-Level Jobs within the ARRA

### Workforce Development

*The Workforce Development provisions do not create jobs, but they do provide potential funding sources for education and training for youth and adults to enable those residents to access jobs within the ARRA.*

Agency: Department of Labor	
<p><b>Program:</b></p> <p><b>WIA Formula Funding</b></p>	<p><b>Governing Provisions:</b></p> <p>Workforce Investment Act Sections 132(e)(2) Section 134 (d)(4)(E)</p>
<p><b>Funding:</b> \$2.7 billion</p> <p>Adult Grants - \$500 million Dislocated Worker Grants - \$1 billion Youth Grants - \$1.2 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Formula funding to states and localities – 85% goes to Local Workforce Investment Boards and 15% remains at the state level as discretionary funding</li> <li>▪ Funds allotted by mid-March</li> </ul>
<p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>▪ Adult: priority for intensive and training services for TANF and other low-income individuals</li> <li>▪ Dislocated Worker: employment and training programs for dislocated workers</li> <li>▪ Youth: summer jobs as the first priority, and then year round job programs</li> </ul>	<p><b>Web Sites:</b></p> <p><a href="http://www.workforcealliance.org">www.workforcealliance.org</a> <a href="http://progressivestates.org/node/22761">http://progressivestates.org/node/22761</a> - see Employment and Training</p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Group contracting allowed to facilitate training of multiple workers for high-demand occupations if the contract doesn't limit customer choice;</li> <li>▪ Much of the funding will go to Career Centers for core services, rapid attachment of dislocated workers, and some for vouchers for training.</li> </ul>	

**Agency: Department of Labor**

**Areas for Influence**

- Local WIBs are appointed by the Mayor of the workforce investment area. The majority of funds will flow locally.
- Talk with the Director of the local WIB and advocate for aligning the WIA funding towards low-skilled workers to prepare them to enter the ARRA jobs by 2010.
- Encourage the use of group contracting where possible because it enables a provider to more efficiently operate a training.
- Encourage leveraging WIA funds with Adult Literacy funds to provide contextualized training for low-skilled, low-literacy workers to prepare them for ARRA and other key industry jobs. Advocate for a particular focus on math and English.
- Encourage the local WIBs to use this one-time funding to lay the foundation for future workforce training and alignment with growth industries.
- At the State level, ask the state Workforce Investment Board staff how the state is planning to use their 15% discretionary funds. Advocate for the same group contracting and alignment with entry-level jobs created under ARRA as noted above.

**Agency: Department of Labor**

<b>Program:</b> Competitive Grants for High Growth Industries	<b>Governing Provisions:</b> Section 171(e)(1)(B)(ii) of WIA
<b>Funding:</b> \$750 million	<b>How money will flow:</b> <ul style="list-style-type: none"><li>Competitive grant process through federal Department of Labor</li></ul>
<b>Uses:</b> <ul style="list-style-type: none"><li>competitive worker training and placement in high growth and emerging industry sectors</li><li>First \$500 million is for research, labor exchange and job training projects for energy efficiency/renewable energy careers</li><li>Priority for remaining funds is health care</li><li>Broadband and advanced manufacturing are also priorities</li></ul>	<b>Web Sites:</b>
<b>Jobs Considerations:</b> <ul style="list-style-type: none"><li>See green jobs section</li><li>See health care jobs</li></ul>	
<b>Areas for Influence</b> <ul style="list-style-type: none"><li>Work with city and state governments to align a competitive application with other ARRA work on green jobs</li><li>Work with local health care providers (hospitals, long term care), related unions, and with local government to apply for health care career pathway programs that lead entry level workers into health care staffing shortage areas (allied health and nursing)</li></ul>	



**Agency: Department of Labor**

<p><b>Program:</b></p> <p>Trade Adjustment Assistance</p>	<p><b>Governing Provisions:</b></p> <p>19 USC 2371 Trade Act 236 (a)(2)</p>
<p><b>Funding:</b></p> <p>\$575 million for training in FY2009-2010 \$143.75 million for end of 2010.</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Eligibility determined at federal level for groups of workers</li> </ul>
<p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>▪ Pre-vocational, part time and on-the-job training</li> <li>▪ Grant programs for community colleges and sector partnerships in communities impacted by trade</li> </ul>	<p><b>Web Sites:</b></p> <p><a href="http://www.doleta.gov/tradeact/">http://www.doleta.gov/tradeact/</a></p> <p><a href="http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAA_Reauthorization_Overview.pdf">http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAA_Reauthorization_Overview.pdf</a></p> <p><a href="http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAAforCommunitiesSummary.pdf">http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAAforCommunitiesSummary.pdf</a></p> <p><a href="http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAASectorGrantsSecbySec.pdf">http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/TAASectorGrantsSecbySec.pdf</a></p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Program is expanded to include the service sector and public sector as impacted communities</li> <li>▪ Groups of workers need to demonstrate their jobs were lost as a result of overseas trade</li> </ul>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ Probably minimal; this is an expansion of the existing program that is based on applying for a designation as a group of workers</li> <li>▪ At the same time this is a key opportunity for qualified workers to draw on federal resources because of the expanded definition</li> </ul>	

**Agency: Health and Human Services**

<b>Program: Health Resources and Services Administration (HRSA) workforce development programs</b>	<b>Governing Provisions:</b>
<b>Funding:</b> \$500 million	<b>How money will flow:</b> <ul style="list-style-type: none"><li>▪ Competitive grant process from HRSA</li></ul>
<b>Uses:</b> <ul style="list-style-type: none"><li>▪ To address health professions workforce shortages, particularly doctors, dentists, nurses and allied health professionals</li><li>▪ Training grants, loans repayment, and scholarships</li></ul>	<b>Web Sites:</b> <a href="http://www.hhs/hrsa.gov">www.hhs/hrsa.gov</a>
<b>Jobs Considerations:</b> <ul style="list-style-type: none"><li>▪ Focuses on higher level occupations – usually an advanced degree or certificate</li></ul>	
<b>Areas for Influence</b> <ul style="list-style-type: none"><li>▪ Ask local hospitals if they are applying for funding, and if so, encourage hospitals to also work with their community colleges to create developmental education courses for high school graduates to prepare to enter allied health or nursing programs (this funding would not be through HRSA, but could be other workforce funding or adult literacy funding)</li></ul>	

**Other areas of workforce funding:**

Department of Labor

- \$50 million for Youthbuild
- \$200 million for National Emergency Grants for areas of high unemployment or high poverty for dislocated worker activities (employment and training assistance to workers affected by major economic dislocations, such as plant closures, mass layoffs, etc)
- \$250 million for Job Corps, mostly for facilities acquisition and renovation

Department of Transportation

- \$20 million for training and related services to help women and minorities enter construction careers

Department of Energy

- \$100 million for worker training

Health and Human Services

- \$1 billion for Community Service Block Grant funding (for community action agencies) – training is an eligible activity
- \$540 million for Vocational Rehabilitation State Grants

Housing and Urban Development

\$1 billion for Community Development Block Grant – see related section for details

**Agency: Department of Education**

<p><b>Program: Fiscal Stabilization Fund (Education)</b></p>	<p><b>Governing Provisions:</b></p> <ul style="list-style-type: none"> <li>▪ Local Educational Agency (LEA) can use funds for purposes under ESEA (20 USC 6301 et seq), IDEA (20 USC 1400 et seq) , Adult and Family Literacy Act (20 USC , 1400 et seq) and Perkins Technical Education (20 USC 2301 et seq) or for modernization or repair of schools</li> </ul>
<p><b>Funding:</b></p> <p>A) \$53.6 billion, allocated as follows: \$48.3 billion to states, of which     \$39 billion is to restore funding to previous levels to elementary, secondary, and higher education     \$8.8 billion is for general uses, including education</p> <p>B) \$5 billion in incentive grants and for an Innovation Fund</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Funds flow to states based on a formula allocation once state makes assurances in five key areas (maintain fiscal support through 2011 at 2006 levels; improve teacher effectiveness and equity in distribution; establish longitudinal data system; enhance academic standards and assessments; and support struggling schools)</li> <li>▪ Incentive grants are at discretion of Secretary, up to \$650 million of Innovation Fund may go directly to LEAs.</li> <li>▪ Innovation Fund includes priority for projects that partner with private sector or philanthropy</li> </ul>
<p><b>Uses:</b></p> <p>An array of programs and uses as authorized under ESEA – see Governing Provisions above (higher ed endowments, stadium renovation, and maintenance are a few of the prohibited activities) Includes Adult and Family Literacy Funding</p>	
<p><b>Jobs Considerations:</b></p> <p>Funding could be combined with skills training money from other portions of ARRA to create an on-ramp to the key jobs areas within ARRA that includes an emphasis on literacy, particularly math and English.</p>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ State government has wide discretion</li> </ul>	
<p><b>Entry-level jobs:</b> Not applicable, except as there are administrative jobs created with departments of education or higher education.</p>	
<p><b>Prototype Programs:</b></p> <p>I-BEST (Integrated Basic Education Skills Training) in Washington State is one of the best examples of contextualized training for learners without a GED (note that the literacy level is geared towards 8<sup>th</sup> grade-12<sup>th</sup> grade literacy, not below). IBEST is operated by the Washington State Board for Community and Technical Colleges. <a href="http://www.sbctc.ctc.edu/college/abe/i-best_brochure_one-pager.pdf">http://www.sbctc.ctc.edu/college/abe/i-best_brochure_one-pager.pdf</a></p>	

## Transportation Provisions

Agency: Federal Highway Administration	
<p><b>Program: Highway Infrastructure Investment</b></p>	<p><b>Governing Provisions:</b></p> <ul style="list-style-type: none"> <li>▪ Eligible projects in section 133(b) of title 23 USC and 601(a)(8) of title 23,</li> <li>▪ Section 144 (except subsection g) and sections 103, 119, 134, 148, and 149</li> <li>▪ Priority for economically distressed areas 42 USC 3161;</li> <li>▪ Training under title 23, section 140b</li> </ul>
<p><b>Funding:</b> \$27.5 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ States will receive allocation based on statutory formula for FY2008 in accordance with Section 120(a)(6) of Public Law 110-161.</li> <li>▪ 30% of funds must be divided between urbanized areas and other areas (coordination with Metropolitan Planning Commissions required)</li> <li>▪ Funds will flow by early March to states; 120 days after funds are released FHA will recapture 50% of unspent funds and re-allocate them to states that can use them.</li> </ul>
<p><b>Uses:</b></p> <p>For construction and repair of highways, ports, and rail/freight infrastructure</p> <p>\$20 million set-aside for training</p>	

**Agency: Federal Highway Administration**

**Jobs Considerations:**

- Jobs will be created in “shovel-ready” projects – those ready to begin work almost immediately. Each state and each city has a list of shovel-ready projects that are already established. Contact the City Department of Transportation and the State Department of Transportation to get the list and to find out which contractors will be performing the work.
- Because much of the work is specialized, there will be relatively few entry-level construction jobs that are unskilled.
- Where unions are present, hiring will occur through union hiring halls and will probably focus primarily on re-employing unemployed union members/workers. It is an opportunity to help residents secure apprenticeship slots.
- Look for pre-apprenticeship programs that may be able to prepare residents for the jobs created next year in this area.
- Where unions are not present, hiring will happen through general contractors.

**Areas for Influence**

- Ask the state and/or city to set aside a percentage of jobs for residents of the area where work is being performed, or to set aside a percentage for workers who are relatively new to construction and are unemployed.
- Ask unions and general contractors to set aside a portion of jobs for residents and to provide the training needed to on-ramp residents into those jobs. Ask them to advertise indirect jobs created (administrative, drivers, etc.) and to consider residents first for those positions.
- Work with the local Workforce Investment Board or the state WIA allocation to utilize their funds for pre-apprenticeship programs to prepare workers for 2010.
- Work with the city and state government to align current re-entry initiatives with the jobs being created, since this is one of the few areas where formerly incarcerated individuals can secure family-sustaining positions.



**Agency: Federal Highway Administration**

**Entry-level jobs**

Helpers (variety of roles) (1 month on-the-job training)  
Materials movers (1 month on-the-job training)  
Construction laborers (1-12 months training)  
Paving, surfacing and tamping equipment operators (1-12 months training)  
Flag people  
Indirect jobs

**Prototype training programs:**

Seattle Vocational Institute, Pre-Apprenticeship Construction Training.  
[http://sviweb.sccd.ctc.edu/p\\_mta\\_mta.htm](http://sviweb.sccd.ctc.edu/p_mta_mta.htm) Topics include construction terminology, industrial safety and trades math. Students also learn forklift operation, and road flagging. 660 contact hours.

B.C. Road Builders and Heavy Construction Association (located in British Columbia Canada)  
<http://www.roadbuilders.bc.ca/foundations.php>. In four weeks, Foundation Program participants receive an industry orientation, overview of career opportunities, overview of safety practices, orientation to job site operations, introduction to equipment operation and maintenance, as well as a fundamental introduction to civil engineering.

Federal Highway Administration, Transportation Curriculum Coordinating Council  
<http://www.nhi.fhwa.dot.gov/tccc/>. This branch of the US Department of Transportation is working to coordinate curriculum for a range of professions within highway construction.

**Agency: Federal Railroad Administration**

<b>Program:</b> <b>Transit Capital Assistance</b>	<b>Governing Provisions:</b> <ul style="list-style-type: none"><li>▪ section 501 of Public Law 110-432 and Title 49 Sections 24401 and 24105</li><li>▪ local and state match requirements are waived</li></ul>
<b>Funding:</b> \$8 billion	<b>How money will flow:</b> <ul style="list-style-type: none"><li>▪ By April, Secretary of Transportation will decide how to apportion funds between two uses</li><li>▪ By June, Secretary will release guidelines for applicants regarding application process</li></ul>
<b>Uses:</b>  For development of high speed rail and intercity passenger rail service (priority is on intercity high speed rail)	
<b>Jobs Considerations:</b>  Jobs will be created in construction of rail lines; like highway jobs, there will be few entry-level jobs.	
<b>Areas for Influence</b> <ul style="list-style-type: none"><li>▪ Work with state government to ensure that part of the application process to the Secretary of Transportation is to include a local hiring agreement.</li></ul>	

**Agency: Federal Railroad Administration**

**Entry-level jobs**

A range of positions will be in construction and in operations once the systems are developed; many of them require specialized training. There may therefore be an opportunity to refer residents for more intensive training in railroad operations and maintenance for jobs that will be created in 2-3 years.

Entry level jobs requiring minimal training:

Track repairers

Helpers (variety of roles) (1 month on-the-job training)

Materials movers (1 month on-the-job training)

Construction laborers (1-12 months training)

Indirect jobs

**Prototype training programs:**

Most training is on-the-job and occurs within the contracted railroad construction and operations companies; they in turn hire consultants and firms to provide the training. There are several web sites to visit to learn more:

National Academy of Railroad Sciences: <http://www.railroadtraining.com>

[http://www.railserve.com/Training\\_Programs](http://www.railserve.com/Training_Programs) - Wide range of training programs listed

<http://www.nrcma.org/ps.home.cfm?ID=155> - The National Railroad Construction and Maintenance Association, Inc. ("NRC") is a trade association serving the needs of railroad contractors, suppliers, and the railroad and rail transit construction industry.

[http://www.trackguy.com/training\\_modules.htm](http://www.trackguy.com/training_modules.htm)

ARC-Tech Track Repair course: This is a two week course in how to repair track. <http://www.arc-tech.net/>

University of Tennessee: <http://ctr.utk.edu/training/railroad.html>

**Agency: Federal Transit Administration**

<b>Program:</b> Transit Capital Assistance	<b>Governing Provisions:</b> <ul style="list-style-type: none"><li>▪ section 5302(a)(1) of title 49, USC; 80% appropriated under section 5307 and apportioned under section 5336</li></ul>
<b>Funding:</b> \$6.9 billion	<b>How money will flow:</b> <ul style="list-style-type: none"><li>▪ 80% of funds will go to urbanized areas; 10% to rural and 10% to high growth or high density areas.</li><li>▪ Urbanized areas with 200,000+ population, funds flow directly to a designated recipient selected locally to apply for and receive Federal funds. For urbanized areas under 200,000 in population, funds are apportioned to the Governor for distribution.</li><li>▪ Funding to be allocated by mid-March to states; 50% of uncommitted funds will be recaptured after 180 days.</li></ul>
<b>Uses:</b> <p>A wide range of eligible uses including acquisition of vehicles, construction, repair, planning, etc.</p>	<b>Web Sites:</b> <p><a href="http://www.fta.dot.gov/about_FTA_9236.html">http://www.fta.dot.gov/about_FTA_9236.html</a></p>
<b>Jobs Considerations:</b> <ul style="list-style-type: none"><li>▪ A variety of jobs may be created; it will depend upon the uses determined by the entity receiving the funds.</li></ul>	
<b>Areas for Influence</b> <ul style="list-style-type: none"><li>▪ After identifying what kinds of jobs may be created through this funding, ask the governing authority to set aside a percentage of jobs for residents of the area who are unemployed and new to the industry.</li><li>▪ Ask unions and general contractors to set aside a portion of jobs for residents and to provide the training needed to on-ramp residents into those jobs. Ask them to advertise indirect jobs created (administrative, drivers, etc.) and to consider residents first for those positions.</li></ul>	

**Agency: Federal Transit Administration**

**Entry-level jobs**

This will depend on the uses of the funds and could include: laborers for construction, administrative support for planning, jobs related to repairing transit infrastructure, and other jobs

Indirect jobs

**Prototype training programs:** See Federal Railroad Administration, Transit Capital Assistance above

**Additional Transportation Funding of Note:**

- Amtrak is receiving \$1.2 billion dollars in the ARRA.

# Housing

Agency: Housing and Urban Development	
<p><b>Program:</b> Public Housing Capital Fund</p>	<p><b>Governing Provisions:</b></p> <p>section 9 of US Housing Act of 1937 (42 USC 1437g) distribution formula used in FY2008 applies</p>
<p><b>Funding:</b> \$4 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ \$3 billion directly to local housing authorities by mid-March, must be obligated within one year and spent within three years; preference for projects that can award contracts within 120 days</li> <li>▪ \$1 billion to be awarded competitively at the national level; funds to be awarded by September 30, 2009</li> <li>▪ Usual procurement regulations are waived</li> </ul>
<p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>▪ renovation of federally owned public housing including capital improvements and energy retrofiting</li> <li>▪ preference for rehab of vacant rental units;</li> <li>▪ prioritize investments already underway or in 5 year capital plan</li> </ul>	<p><b>Web Sites:</b></p> <p><a href="http://www.hud.gov/offices/fheo/section3/section3.cfm">http://www.hud.gov/offices/fheo/section3/section3.cfm</a> (regarding fair housing employment opportunities)</p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Residential construction jobs will be created</li> <li>▪ Energy-related construction jobs will be created</li> <li>▪ As with other construction projects, the jobs will be created either in settings where union halls will be drawing upon their unemployed members (not as many jobs for neighborhood residents) or in non-union settings, where contractors can draw on a wider pool of candidates, and where there may be more opportunity as a result.</li> </ul>	



## Agency: Housing and Urban Development

### Areas for Influence

- Public housing regulations governing use of funds includes Section 3 of the Fair Housing Law, which prioritizes linking jobs created by public housing investments to the residents living in public housing. This means that contractors must prioritize hiring public housing residents and that the Public Housing Authority must prioritize utilizing businesses owned by public housing residents.
- Local Housing Authorities already have lists of projects they are expecting will utilize the funds. Talk with the LHA to find out what stage of contracting those projects are in (some may be already underway), and determine which are in the Making Connections neighborhoods. For those being bid currently, ask the PHA to prioritize hiring public housing residents as they usually do and work with the PHA to develop a pipeline of public housing residents. Advocate for the second tier of candidates to be considered for jobs to be local residents not in public housing.
- Talk with LHA about projects that will start in 2010 and 2011 and discuss how to train public housing residents for those jobs; talk with the City about use of WIA or CDBG (or with community action programs about CSBG) for training for these projects.
- Find out if your locality is planning to apply for the competitive funds and build a job training component into the application.

### Entry-level jobs

- Laborer
- Carpentry
- Landscaping
- Accounting and purchasing, office jobs
- Weatherization worker

### Prototype training programs:

Youthbuild [www.youthbuild.org](http://www.youthbuild.org)

JobsCorps: [www.jobcorps.dol.gov](http://www.jobcorps.dol.gov)

Home Builder's Institute offers a range of programs for you and adults to prepare them for entry into the construction trades. They also work with Youthbuild and with JobCorps.

<http://www.hbi.org/page.cfm?pageID=69>

Building Futures: Located in Providence, Building Futures provides pre-apprenticeship training for adults and has developed strong ties to the construction industry.

[http://www.providenceplan.org/matriarch/MultiPiecePage.asp\\_Q\\_PageID\\_E\\_154\\_A\\_PageName\\_E\\_BuildingFutures](http://www.providenceplan.org/matriarch/MultiPiecePage.asp_Q_PageID_E_154_A_PageName_E_BuildingFutures)

**Agency: Housing and Urban Development**

<p><b>Program:</b></p> <p>Neighborhood Stabilization Fund</p>	<p><b>Governing Provisions:</b></p> <p>Public Law 110-289 (42 USC 5301 et seq)</p>
<p><b>Funding:</b> \$2 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Competitive funding (criteria to be established by Secretary by early May; applications due mid-July)</li> <li>▪ HUD must ensure grantees are in areas with the greatest number and percentage of foreclosures and can meet spending deadlines</li> </ul>
<p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>▪ financing mechanisms for purchase and redevelopment of foreclosed homes (including soft second, loan loss reserve and shared equity loans)</li> <li>▪ purchase and rehab of abandoned or foreclosed homes</li> <li>▪ demolish blighted foreclosed homes</li> </ul>	<p><b>Web Sites:</b></p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Jobs will be created in demolition and renovation</li> <li>▪ These jobs may take longer to emerge because awards won't be made until the fall of 2009, offering an up front training opportunity</li> </ul>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ Eligibility for these funds is broad – both private and public organizations can apply.</li> <li>▪ Talk with local organizations, the city and state to understand who is applying; encourage them to include a job training component in their application. Encourage them to utilize other funding as leverage (CDBG, WIA, etc) for the job training component.</li> <li>▪ For communities in high foreclosure areas (prioritized here), advocate for up-front training that occurs before any award is made that will enable residents to get a jump-start on training.</li> <li>▪ Advocate for a set-aside of jobs for any contracts awarded for demolition or renovation.</li> </ul>	

**Agency: Housing and Urban Development**

**Entry-level jobs**

- Demolition
- Carpenter
- Laborer
- Administrative jobs (for construction and for non-construction)

**Prototype training programs:**

See Public Housing above

**Agency: Housing and Urban Development**

<b>Program:</b> Community Development Block Grant (CDBG)	<b>Governing Provisions:</b> 42 USC 5306
<b>Funding:</b> \$1 billion	<b>How money will flow:</b> <ul style="list-style-type: none"><li>▪ FY2008 formula allocations</li><li>▪ For cities, funds flow directly to city government; for smaller communities funds flow to a state agency, usually a Department of Housing and Community Development (or something similar) and are distributed by the state.</li><li>▪ HUD Secretary will issue guidelines to expedite use of funds; priority for funds to be allocated within 120 days.</li></ul>
<b>Uses:</b> <ul style="list-style-type: none"><li>▪ Broad range of uses, including repair of infrastructure (streets, sidewalks), housing construction/renovation, loans for small businesses creating jobs, commercial development, etc.</li><li>▪ 18.5% of funds are set aside for a range of human service activities, including social services, education and job training</li></ul>	<b>Web Sites:</b>

**Agency: Housing and Urban Development**

**Jobs Considerations:**

- Construction jobs may be created through the ARRA allocation; it will depend on how cities decide to use their allocation
- Human service funds could be used for job training to enable residents to access jobs created in other parts of ARRA

**Areas for Influence**

- CDBG is an extremely flexible source of funds for cities
- Talk with the City planning or policy department about their plans for use of CDBG
- For infrastructure/development projects, advocate for a set-aside of jobs for residents
- Advocate for using a portion of the human service funds to establish short-term training for residents to prepare them for jobs created in 2010 and 2011; especially if the City is also willing to put in a “hire residents first” set aside or priority; this is an excellent way to ensure that residents have access to training that will help them gain employment.
- For *Making Connections* communities focusing on integrating services, one-time CDBG funding could offer the opportunity to pilot human services integration, or the establishment of on-line benefits programs, or something similar.

**Entry-level jobs**

- Construction
- Administrative

**Prototype training programs:**

This may be a source of funds for on-line benefits programs (see [www.seedco.org](http://www.seedco.org) for an example) or for on-ramp contextualized literacy programs.

## Green Jobs

Agency: Department of Energy	
<p><b>Program: Energy Efficiency and Conservation Block Grant</b></p>	<p><b>Governing Provisions:</b></p> <ul style="list-style-type: none"> <li>▪ Authorized under subtitle E of title V of the Energy Independence and Security Act of 2007 (42 U.S.C. 17151 et seq.)</li> </ul>
<p><b>Funding:</b> \$3.2 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ \$2.8 billion by formula in subtitle E:               <ul style="list-style-type: none"> <li>○ 68% to local government</li> <li>○ 28% to states</li> <li>○ 2% to Indian tribes</li> <li>○ 2% for competitive grants</li> </ul> </li> <li>▪ \$400 million for competitive grants</li> </ul>
<p><b>Uses:</b> Assist eligible entities in implementing strategies to:</p> <ul style="list-style-type: none"> <li>• reduce fossil fuel emissions in environmentally sustainable way</li> <li>• reduce the total energy use of the eligible entities; and</li> <li>• improve energy efficiency in the transportation sector, the building sector, and other appropriate sectors</li> </ul> <p>Funds can be used for energy audits, energy retrofits, installing energy efficient technology, and incentivizing the private sector</p>	<p><b>Web Sites:</b> Brief explanation of Energy provisions: <a href="http://omb.alaska.gov/10_omb/budget/IndexEconomicStimulus.htm">http://omb.alaska.gov/10_omb/budget/IndexEconomicStimulus.htm</a> &gt; 2-22-09 Guide for State and Local Governments-Latham &amp; Watkins</p> <p>U.S. Department of Energy efficiency: <a href="http://www.energy.gov/energyefficiency/index.htm">http://www.energy.gov/energyefficiency/index.htm</a></p> <p>National training information: <a href="http://www1.eere.energy.gov/education/adult_education.html">http://www1.eere.energy.gov/education/adult_education.html</a></p> <p>Green for All: <a href="http://www.greenforall.org/">http://www.greenforall.org/</a></p> <p>Apollo Alliance: <a href="http://apolloalliance.org/category/green-collar-jobs/">http://apolloalliance.org/category/green-collar-jobs/</a></p>
<p><b>Jobs Considerations:</b></p> <p>See Green Jobs Section below</p>	



**Agency: Department of Energy**

**Areas for Influence**

- Local governments and state government are the main funding recipients for this funding.
- Identify who within city government will be managing and implementing these funds.
- At the state level, it will be a “Department of Energy” or something similar.
- Work with both levels of government to create an interconnected green initiative – that connects block grant funds with green training
- Encouraging government officials to view this funding and the weatherization funding as a package and to develop a “green jobs” initiative that develops and implements training that moves workers along a career ladder over time – and that meets the needs of ARRA for a skilled workforce – will help to build long-term infrastructure in this area.
- Advocate for applying for the Department of Labor set aside for green jobs (\$500 million) and work with congressional delegation to create a competitive package that references back to the Block Grant funds.

**Agency: Office of Energy Efficiency and Renewable Energy, Department of Energy**

<p><b>Program:</b> <b>Weatherization Assistance Program</b></p>	<p><b>Governing Provisions:</b></p> <ul style="list-style-type: none"><li>part A of title IV of the Energy Conservation and Production Act (42 U.S.C. 6861 et seq.)</li></ul>
<p><b>Funding:</b> \$5 billion</p> <p>Up to 20% is set aside for training and technical assistance</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"><li>Funding goes through states by formula. The formula is available: <a href="http://apps1.eere.energy.gov/weatherization/allocation_formula.cfm">http://apps1.eere.energy.gov/weatherization/allocation_formula.cfm</a></li><li>Funds flow to states, with advisory councils on weatherization; states then allocate to CAPs and/or public or non-profit entities</li><li><u>State governments must use an open process to select weatherization fund recipients.</u></li></ul>
<p><b>Uses:</b></p> <p>To increase the efficiency of dwellings owned or occupied by low-income persons, reduce their total residential energy expenditures, and improve their health and safety, especially low-income persons who are particularly vulnerable such as the elderly, the handicapped, and children.</p>	<p><b>Websites:</b></p> <p>U.S. Department of Energy Weatherization program: <a href="http://apps1.eere.energy.gov/wip/">http://apps1.eere.energy.gov/wip/</a></p>
<p><b>Jobs Considerations:</b></p> <p>See Green Jobs Section below</p> <p>Generally, there is a pathway within weatherization that is incremental and begins at the entry level, with on-the-job training to learn green technologies related to weatherization.</p>	

### Areas for Influence

- In many states, weatherization audits have been carried out by community action agencies and the actual weatherization work has been contracted to local contractors.
- With the scale of weatherization under ARRA (an increase of well over 1000%) it is likely that states will have to diversify recipients and also utilize the 20% set-aside to build capacity quickly.
- Identify the policy advisory council (mandated by federal law) that oversees the weatherization program and identify its members.
- Encourage the council and the state's department of energy to develop weatherization capacity building programs that create career ladder opportunities for low-income, low-skilled residents (see Jobs section below) that enable them to move up the weatherization ladder and to bridge into other energy efficient occupations.
- Ask the state to set aside a portion of the entry level jobs for low-income unemployed residents and require contractors to develop on-the-job training programs to move workers up a ladder.
- Once weatherization auditor recipients are identified, advocate with them for training and hiring of neighborhood residents.
- Advocate with any contractors for weatherization improvements to hire and train neighborhood residents.

**Agency: Office of Energy Efficiency and Renewable Energy, Department of Energy**

**Program: State Energy Program**

**Governing Provisions:**

- part D of title III of the Energy Policy and Conservation Act (42 U.S.C. 6321)

**Funding:** \$3.1 billion

**How money will flow:**

- States apply to the Department of Energy for funds

**Uses:**

Provides grants to states and directs funding to state energy offices. States use grants to address their energy priorities and program funding to adopt emerging renewable energy and energy efficiency technologies.

**Jobs Considerations:**

- Entry level jobs are likely to be administrative; developing actual plans will require higher level degrees and niche expertise.

**Areas for Influence**

- States will have one year to develop their plan.
- Encourage states to include a green jobs career ladder component for their plan that identifies types of jobs needed to implement the plan and training needed. The plan could include job creation estimates and a strategy for building a green workforce that starts at the entry level
- Advocate for states to place a priority on training unemployed low-skilled workers for entry level green jobs, and to include in their plan mandates that contractors provide on-the-job training where appropriate to increase the skills of entry-level workers.

## Energy Efficiency Jobs

### Jobs Considerations

- Training should focus on jobs that actually exist or are already planned, and on providing opportunities for low-income residents. To do both, workforce training needs to have both training partnerships and a job corps.<sup>1</sup>
- Jobs in energy efficiency retrofitting look a lot like traditional construction jobs.<sup>2</sup>
- Consider union apprenticeship as a way to create pathways.<sup>3</sup>
- Because the green economy is just beginning, there may be potential for many jobs in green fields.
- Most training for green jobs can happen through existing construction training or apprenticeship programs paired with on-the-job training.

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<sup>1</sup> Apollo Alliance, Green for All, Center for American Progress, Center on Wisconsin Strategy. (2008). "Green-Collar Jobs in America's Cities: Building Pathways Out of Poverty and Careers in the Clean Energy Economy." [http://www.americanprogress.org/issues/2008/03/green\\_collar\\_jobs.html](http://www.americanprogress.org/issues/2008/03/green_collar_jobs.html)

<sup>2</sup> Sarah White and Jason Walsh, Center on Wisconsin Strategy, The Workforce Alliance, and The Apollo Alliance. (2008). "Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy." <http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in>

<sup>3</sup> Sarah White and Jason Walsh, Center on Wisconsin Strategy, The Workforce Alliance, and The Apollo Alliance. (2008). "Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy." <http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in>

## Entry-level jobs

### *Construction, by task:*<sup>4</sup>

- Wall insulation
- Ceiling insulation
- Rimjoist insulation
- Air-leak sealing
- Furnace replacement
- Boiler replacement
- Boiler controls
- Boiler pipe insulation
- Hot water heater replacement
- Hot water temperature reduction
- Hot water heater wrap
- Low-flow showerheads
- Pipe insulation
- Refrigerator replacement
- Washer replacement
- Fluorescent lighting
- LED exit signs
- Outdoor lighting controls

### *Construction and Auditors, by title:*<sup>5</sup>

- Field energy consultant – Field-based energy efficiency consultant who encourages equipment and energy system retrofits
- Energy conservation representative – Inspect homes of utility customers to identify conditions that cause energy waste and suggest actions to reduce waste
- Engineering intern – Assist electrical engineer with LEED certification projects
- Site supervising technical operator – manages and ensures uniform application and technical correctness during construction
- Energy compliance specialist – performs environmental compliance assessments, documents compliance status, and makes recommendations on corrective action required to achieve compliance. Develops plans and procedures necessary to achieve and maintain compliance. Develops audit plans and audit surveillance checklists
- Home improvement retrofit trainee – Install energy efficient products for in-home retrofits, run safety tests on gas appliances and identify home energy reduction measures including doors, glass, weather-stripping, etc.
- Residential air sealing technician – Develop and implement effective air sealing techniques and applications while receiving on the job training working and explaining the benefits of air sealing
- Insulation installer – Paste, wire, tape, or spray insulation onto a variety of surfaces to exclude or retain heat

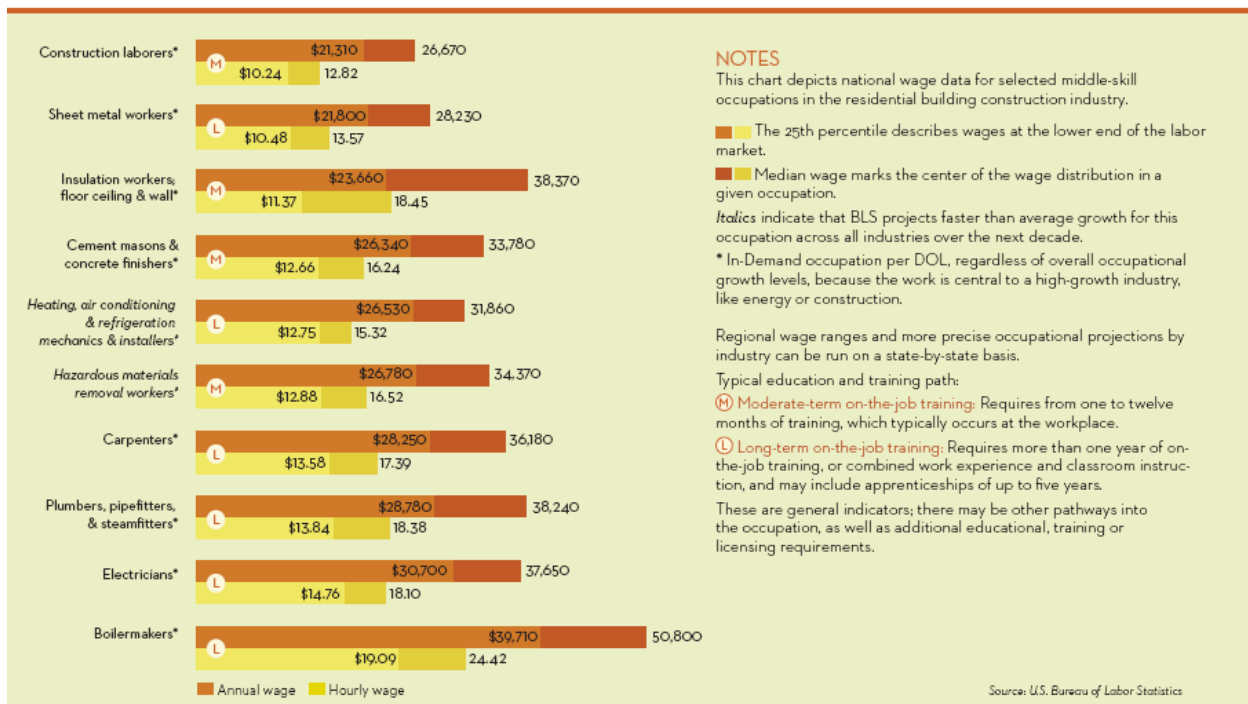
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<sup>4</sup> Sarah White and Jason Walsh, Center on Wisconsin Strategy, The Workforce Alliance, and The Apollo Alliance. (2008). “Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy.” <http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in>

<sup>5</sup> These titles correspond to Green Jobs Guidebook: Employment Opportunities in the New Clean Economy, <http://www.edf.org/article.cfm?contentid=8466&redirect=cagreenjobs>

- HVAC maintenance/repair – Install and maintain heating, ventilation, and air conditioning equipment; test and repair environmental systems, and repair or replace sealants, parts, and components
- Building maintenance engineer – Operate and maintain all HVAC equipment; perform and supervise maintenance work
- Machinist – Make precision metal or plastic parts; operate computer numerically controlled machine tools; and set up and operate basic machine tools
- Welder – Operate manual, semiautomatic, and automatic arc and gas equipment; and fabricate and repair machine parts and equipment
- Carpenter – Work on almost any construction
- Energy field auditor – Conduct home or commercial energy audits, mainly visually checking HVAC equipment, lighting, ducts, windows, weather-stripping; identify areas of improvement and make recommendations to the owner
- Weatherization auditor – Conduct home or commercial weatherization audits
- Weatherization technician – Conduct preliminary work to weatherize a home or business

## ENERGY EFFICIENCY JOBS AT-A-GLANCE



Source: Sarah White and Jason Walsh, Center on Wisconsin Strategy, The Workforce Alliance, and The Apollo Alliance. (2008). "Greener Pathways: Jobs and Workforce Development in the Clean Energy Economy." <http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in>

For a very detailed list of educational requirements, salaries, and more specific job types, see Green Jobs Guidebook: Employment Opportunities in the New Clean Economy, <http://www.edf.org/article.cfm?contentid=8466&redirect=cagreenjobs>

## Prototype training programs

Weatherization training: There is a range of weatherization training programs; one of the best ways to build skills for the entry-level is to create incremental steps within weatherization training so that people can enter a job and then receive on-the-job training and move up over time. Here is a training catalogue that details weatherization competencies:

<http://www.pct.edu/wdce/wtc/documents/WTCCourseDescriptions.pdf>).

GreenCorps Chicago: Each year, Greencorps hires up to 50 Chicagoans for a year of training in landscaping, horticulture, academics and life skills, with trainees working on greening projects throughout the city. Building on the success of the greening component, the sessions have been expanded to include home weatherization skills.

See: <http://www.wrdenvironmental.com/projects/greencorps.html> or

<http://egov.cityofchicago.org/city/webportal/portalEntityHomeAction.do?entityName=Environment&entityNameEnumValue=13>

Los Angeles Green Careers Training Initiative: The Los Angeles Green Careers Training Initiative was developed by The Los Angeles Apollo Alliance in conjunction with the city Green Retrofits program. The Green Retrofits Program represents a commitment by the city to install energy efficiency upgrades in most city buildings, particularly those in low-income neighborhoods. The Green Careers Training Initiative (GCTI) seeks to create green career ladders in construction, the public sector, public and private power companies and emerging energy industries. The GCTI will (1) connect low-income inner-city residents to union apprenticeship and community college training programs that prepare them for living wage jobs and (2) provide upgrade training to existing workers within those industries. Elements of the program include high school career technical education, a pre-apprenticeship program, articulation with relevant community college programs, and career counseling and mentoring. The program began with 60 training slots in 2008.

See: <http://apolloalliance.org/state-local/los-angeles/> or

<http://www.greenforall.org/resources/greener-pathways-jobs-and-workforce-development-in>, pages 17-18.

The Greater Washington Green Jobs Corps trains individuals from disadvantaged backgrounds to help meet the demand for skilled workers to provide services in the green economy. Participants of the program are trained to weatherize homes, businesses and federal buildings, install solar panels and perform energy audits. These sustainable services will save millions of dollars in energy costs for the Washington Metropolitan area.

The Greater Washington Green Jobs Corps creates partnerships between job training programs and green employers. It also provides key links to educational institutions, labor unions, and community-based organizations. The program is centered on must-have life skills sessions before transitioning into the technical training portion of the green job training classes.

The green job training program has a special focus on providing "green pathways out of poverty" by recruiting and training people with barriers to employment (e.g., lack of job skills, lack of education, language/cultural barriers, or history in juvenile/criminal justice system).

See: [http://www.greendmv.org/programs\\_greentraining.html](http://www.greendmv.org/programs_greentraining.html)



## Child Care Jobs

Agency: Administration for Youth and Families, Health and Human Services	
<p><b>Program:</b> Child Care and Development Block Grant</p>	<p><b>Governing Provisions:</b></p>
<p><b>Funding:</b> \$2 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Directly to states based on formula allocation (<a href="http://www.clasp.org">www.clasp.org</a> has allocation amounts)</li> </ul>
<p><b>Uses:</b></p> <p>To supplement state general revenue funds for child care assistance for low-income families</p> <p>\$93 million for activities that improve quality of infant and toddler care</p>	<p><b>Web Sites:</b></p> <p><a href="http://www.acf.hhs.gov/programs/ccb/ccdf/index.htm">http://www.acf.hhs.gov/programs/ccb/ccdf/index.htm</a></p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ The FY2008 allocation for CCDBG was \$5 billion, so ARRA funds represent a boost of one-third in funding.</li> <li>▪ Funds will be used for vouchers for low-income parents – the job creation will most likely be in family day care settings</li> <li>▪ Some amount of the vouchers will go to existing providers, many of whom have experienced a drop-off in enrollment with the recession, which has threatened their ability to operate the program.</li> </ul>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ Contact the state agency responsible for CCDBG</li> </ul>	
<p><b>Entry-level jobs</b></p> <ul style="list-style-type: none"> <li>▪ Family Child Care providers</li> <li>▪ Family Child Care assistants</li> </ul>	

**Agency: Administration for Youth and Families, Health and Human Services**

**Prototype training programs:**

Family child care programs do not always need to have formally trained or certified staff in order to be licensed by the state and to receive vouchers.

Child Development Associate (CDA) certificate is promoted to family child care providers and would be a good training to expand to train new providers (whether for Head Start or for CCDBG).

CDA training programs exist throughout the country; more information is at <http://www.cdacouncil.org/>

**Agency: Administration for Youth and Families, Health and Human Services**

<p><b>Program:</b> Head Start (pre-kindergarten) Early Head Start (infants and toddlers)</p>	<p><b>Governing Provisions:</b> For Early Head Start: section 645A of Head Start Act; up to 10% for training and technical assistance as in section 645A(g)(2)</p>
<p><b>Funding:</b> \$1 billion for Head Start \$1.1 billion for Early Head Start</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Directly to Head Start and Early Head Start Programs</li> </ul>
<p><b>Uses:</b></p> <p>For improvement and expansion of Head Start and Early Head Start Programs.</p> <p>10% of Early Head Start Programs are for training and technical assistance.</p>	<p><b>Web Sites:</b></p> <p><a href="http://www.acf.hhs.gov/programs/ohs/">http://www.acf.hhs.gov/programs/ohs/</a> (Head Start home page)  <a href="http://www.nhsa.org">www.nhsa.org</a> (<i>National Association of Head Start Agencies</i>)  <a href="http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices">http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices</a> (Head start office locator)</p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Early Head Start is more than doubling its annual appropriation (previously around \$700 million) and represents the largest expansion of the two programs.</li> <li>▪ Head Start’s annual appropriation is \$6.2 billion, so the \$1 billion infusion will create fewer jobs and may be used more for program improvement.</li> <li>▪ Entry level jobs will be created directly in communities and therefore represent a good opportunity; there is a career ladder towards teacher and beyond that is defined and accessible over time.</li> </ul>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ Contact the local Head Start agencies to learn about expansion plans</li> <li>▪ Ask Head Start agencies to utilize the 10% of their training funds to train unemployed residents as part of their expansion efforts, and to set aside training slots for neighborhood residents.</li> <li>▪ Ask Head Start parents to encourage their childrens’ Head Start programs to train and hire local residents.</li> </ul>	

**Agency: Administration for Youth and Families, Health and Human Services**

**Entry-level jobs**

- Teacher's Assistants
- Cooks
- Administrative Staff

**Prototype training programs:**

Child Development Associate (CDA) certificate is required for Teacher's Assistants; all other teaching positions require a bachelor's or advanced degree. A waiver is in place through 2011 to allow Associate's Degrees in Early Childhood Education in place of a bachelor's degree.

CDA training programs exist throughout the country; more information is at <http://www.cdacouncil.org/>

**ARRA**  
**Health Information Technology Provisions**

**Health Information Technology for Economic and Clinical Health Act (HITECH Act)**

<b>Agency: Office of the National Coordinator of Health Information Technology, U.S. Department of Health and Human Services</b>	
<b>Program:</b> Grants from the Office of the National Coordinator of HIT	<b>Governing Provisions:</b>
<b>Funding:</b> \$2 billion	<b>How money will flow:</b> <ul style="list-style-type: none"> <li>▪ \$300 million for regional or sub-national efforts toward health information exchange</li> </ul>
<b>Uses:</b> <ul style="list-style-type: none"> <li>▪ promote the use and exchange of electronic health information (HIT)</li> <li>▪ support regional health information exchanges</li> <li>▪ assist providers in adopting and using certified electronic health resource technology</li> <li>▪ award planning and implementation grants to states or qualified state-designated entities to facilitate and expand electronic health information exchange</li> </ul>	<b>Web Sites:</b> <p>The Council on State Governments has a review of the Health IT provisions on its web site in a document prepared by Latham and Watkins</p>
<b>Jobs Considerations:</b> <ul style="list-style-type: none"> <li>▪ Data entry jobs will be created</li> <li>▪ Career advancement options will require additional training and technology skills</li> </ul>	
<b>Areas for Influence</b> <ul style="list-style-type: none"> <li>▪ Develop partnerships with local hospitals who may be hiring to convert to better HIT systems.</li> <li>▪ Work with local training programs to develop bridges to higher level HIT jobs.</li> </ul>	

**Agency: Office of the National Coordinator of Health Information Technology,  
U.S. Department of Health and Human Services**

**Entry-level jobs**

Health information technician or medical records technician <http://www.bls.gov/oco/ocos103.htm>

- Data entry specialist

**Prototype training programs:**

Many community colleges offer Health Information Technician programs

I-BEST programs in Washington State offer contextualized training for health information technicians (see Department of Education above)

## Broadband

Agency: National Telecommunications and Information Administration, U.S. Department of Commerce	
<p><b>Program:</b> Broadband Technology Opportunities Program</p>	<p><b>Governing Provisions:</b></p> <p>State Broadband Data and Development Grant Program authorized by Public Law 110-385</p>
<p><b>Funding:</b> \$4.7 billion</p>	<p><b>How money will flow:</b></p> <ul style="list-style-type: none"> <li>▪ Available until September 30, 2010</li> <li>▪ Competitive grants</li> <li>▪ \$350 million to establish the State Broadband Data and Development Grant Program and to develop and maintain a national broadband inventory map</li> <li>▪ \$200 million for competitive grants to expand public computer center capacity</li> <li>▪ \$250 million for innovative programs to encourage sustainable broadband adoption</li> </ul>
<p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>▪ accelerate broadband deployment in unserved and underserved areas</li> <li>▪ expand computer center capacity</li> <li>▪ develop innovative programs to encourage sustainable broadband adoption</li> </ul>	<p><b>Web Sites:</b></p> <p>Authorizing legislation (P.L. 110-385):  <a href="http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&amp;docid=f:publ385.110.pdf">http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&amp;docid=f:publ385.110.pdf</a></p>
<p><b>Jobs Considerations:</b></p> <ul style="list-style-type: none"> <li>▪ Construction jobs will be created</li> <li>▪ Are sites near areas that need broadband?</li> <li>▪ Broadband is most likely going to be needed in rural areas; there are sometimes urban areas with pockets needing broadband</li> <li>▪ Overall probably not a likely source of jobs for <i>Making Connections</i></li> </ul>	
<p><b>Areas for Influence</b></p> <ul style="list-style-type: none"> <li>▪ Find out if broadband work will be conducted locally and work with contractors to include residents in hiring.</li> </ul>	

**Agency: National Telecommunications and Information Administration,  
U.S. Department of Commerce**

**Entry-level jobs**

- Administrative assistant
- Construction

**Prototype training programs:**

There are no training programs besides on the job training for the very entry level jobs.

Higher level training requires significant training – an overview of training needed is at the following web site: [http://www.scientificatlanta.com/products/customers/training\\_certification.htm](http://www.scientificatlanta.com/products/customers/training_certification.htm)



## Appendix: Other Principles Guiding the Implementation of the ARRA

**The Working Poor Families Project**, working with a number of national organizations committed to improving the lives of low-income families, has created a set of principles for states to adopt in implementing the ARRA. The principles can be downloaded from: [www.workingpoorfamilies.org](http://www.workingpoorfamilies.org).

### **Make Investments that Stabilize the Economy, Promote Growth, and Benefit Those Hurt Most by the Recession.**

Low-income families and unemployed workers are especially vulnerable during the current economic downturn. Creating new economic and education opportunities for them should be a key state goal. Research has shown that providing increased support and income to low-income people is one of the most effective and quickest ways of expanding economic activity. Policymakers should:

- Make it a priority to create family-supporting jobs.
- Use resources to build worker skills and link training to job-creation efforts.
- Invest in distressed communities.
- Maximize resources to benefit workers and their families.

### **Assure that Funds are Spent in an Open and Accountable Manner that Maximizes Benefits.**

The Recovery Act calls for strong oversight and transparency of spending. To meet that goal, state and local policymakers should:

- Allocate resources based on goals and standards through transparent processes.
- Maintain public accountability.
- Align public systems and resources to achieve optimal impact.

### **1. MAKE IT A PRIORITY TO CREATE FAMILY-SUPPORTING JOBS.**

Recovery spending must focus on creating the maximum number of high-quality jobs—those that pay wages that can support a family, provide vital benefits such as health care and paid leave, and offer worker-friendly practices. States can use family, living, or prevailing wage standards to identify a family-supporting job. Creating such jobs will require a commitment. A recent report from Good Jobs First found that low wages are not uncommon in renewable energy manufacturing, green construction, and recycling jobs<sup>6</sup>, areas where significant federal funds will be spent. The standard of using prevailing wages, which address hourly wages, benefits, and overtime pay, as a benchmark can apply to many infrastructure jobs generated by the federal recovery package. States also need to ensure that the jobs created with Recovery Act funds are available to workers with low skills and low incomes as well as women and members of minority groups. This can be done by giving preference to projects that allocate a portion of their contract funds to training and jobs for these populations.

### **2. USE RESOURCES TO BUILDWORKER SKILLS AND LINK TRAINING TO JOB-CREATION EFFORTS.**

The recession has not hit all employment sectors and workers equally. While the national unemployment rate rose to 7.6 percent in January 2009, it is much higher in some states and among certain segments of the population. Low-skill workers continue to have significantly higher unemployment rates. Workers with no more than a high school diploma are twice as likely to be unemployed as are those with a bachelor's degree, and workers with less than a high school credential are more than three times as likely to be unemployed as are those with a bachelor's degree. States should allocate new education and training funds to prepare adults with low skills and poor literacy, as

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<sup>6</sup> See Good Jobs First's report, *High Road or Low Road, Job Quality in the New Green Economy*, for a list of tools and policy options that can help create good jobs at <http://www.goodjobsfirst.org/pdf/gjfgreenjobsrpt.pdf>.

well as disconnected youth, to move into jobs that lead to career advancement. States should support career pathway, pre-apprenticeship, apprenticeship, and work-study programs that help workers obtain the necessary credentials and experience to gain middle-skill<sup>7</sup> jobs in high-demand sectors such as construction, health care, technology, and “green” industries. Fast-track education and training programs should be linked to the good new jobs that are part of economic recovery. All training programs should provide adequate work stipends and supportive services such as child care.

### **3. INVEST IN DISTRESSED COMMUNITIES.**

Many communities—in urban, rural, and older suburban areas alike—have experienced distress and disinvestment and now suffer from high rates of unemployment, housing foreclosures, and business closings. States should ensure that a portion of recovery funds is used for projects in distressed communities. Residents of those communities should be assured a portion of the jobs created through infrastructure projects (including funding through transportation, energy efficiency, renewable energy, clean water, and broadband access) and should be included in training opportunities.

### **4. MAXIMIZE RESOURCES TO BENEFITWORKERS AND THEIR FAMILIES.**

Unemployment continues to be a critical challenge, with hundreds of thousands of additional workers losing their jobs each month. The recovery package gives states the opportunity to use federal funds to address a variety of worker and family needs, and states must take advantage of these opportunities. The Recovery Act offers states incentive funds to modernize states’ unemployment insurance systems and provide benefits to an expanded pool of workers (such as part-time workers).<sup>8</sup> The Act also provides additional funds to states that expand assistance, short-term benefits, or subsidized employment. Economists have found that putting additional money into the hands of unemployed and low-income families will boost a state’s economy. In addition, the Recovery Act gives states resources to benefit low-income children and families and allows broader eligibility for some key poverty-alleviation programs. For residents to receive these increased benefits, changes in state laws are needed. States should make these changes to take every advantage of these opportunities to reduce the impact of the recession on workers and their families while at the same time protecting their assets. States should strengthen outreach activities to ensure that all those qualified know about and receive the benefits for which they are eligible. In particular, states should increase outreach for new and expanded tax credits<sup>9</sup> as well as for programs providing supplemental food, health assistance, child care, and other assistance.

### **5. ALLOCATE RESOURCES BASED ON GOALS AND STANDARDS THROUGH TRANSPARENT PROCESSES.**

States, in consultation with business and other groups, should set specific goals and standards for how recovery funds are spent to ensure that investments achieve the broader goals of recovery and reinvestment. The recovery goals include preserving jobs, creating immediate employment opportunities, and helping those hurt most by the recession. The reinvestment goals include upgrading the education and skills of the workforce, increasing energy efficiency and the use of renewable energy, and spurring technology advances to create new jobs in 21st Century industries and sectors. To assess progress, states should establish performance measures, such as the number of people completing training programs, the number of jobs saved or created, how many hours new hires work, wages and benefits paid, demographics of those hired and trained, on-time performance, and quality of work.

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<sup>7</sup> The Workforce Alliance has defined middle-skill jobs as those that require more than high school graduation but less than a four-year degree. See <http://www.skills2compete.org/atf/cf/{8E9806BF-4669-4217-AF74-26F62108EA68}/ForgottenJobsReport%20Final.pdf> for a description and analysis of middle-skill supply and demand.

<sup>8</sup> See the National Employment and Law Project for a full description of the Unemployment Insurance changes and incentives in the ARRA at [http://nelp.3cdn.net/dc5068d946ca4ba59a\\_wxm6bn1ic.pdf](http://nelp.3cdn.net/dc5068d946ca4ba59a_wxm6bn1ic.pdf).

<sup>9</sup> Expanded tax credits include Earned Income Tax Credit, Child Tax Credit, and American Opportunity Tax Credit.

Whenever possible, agencies should offer contracts through a competitive process to increase fairness and choice. States that make exceptions to open competition should identify those awards on state and federal websites and explain why an open competition was not offered. All project selection should be based on an objective scoring process. While an open bidding process is important in awarding public contracts, states must act quickly to meet the requirements of the federal law and to spur job creation. Many state agencies will receive funds 30 days from the bill's signing, and some of those funds must be obligated within three months of receipt. Despite time pressures, states must make both timely expenditures and smart investments.

#### **6. MAINTAIN PUBLIC ACCOUNTABILITY.**

States and their contractors should report publicly and regularly how they are spending federal funds and the results of that spending. Oversight procedures should be instituted that allow citizens to review and assess the success of investments. States should post searchable databases that track and report spending and progress. This information needs to be easily available and downloadable for detailed research and analysis. Websites created by states should provide comparable data about spending, and should incorporate common standards and definitions so that the information is comparable to and compatible with federal websites (such as Recovery.gov and USASpending.gov). States should track data related to the number and demographics of people hired and trained, the number of hours newly hired employees work, the range of wages paid, benefits, and the number of jobs created or retained. In addition, states should create an online tool and an automated hotline for citizens and government workers to report any misuse of Recovery Act funds.<sup>10</sup>

#### **7. ALIGN PUBLIC SYSTEMS AND RESOURCES TO ACHIEVE OPTIMAL IMPACT.**

Recovery and reinvestment funds will flow through myriad existing and new channels. Now more than ever, it is important for state agencies to align and integrate their systems to make them more effective and avoid duplication of services. States must coordinate such projects and services among agencies, different levels of government, and private service providers. To the extent possible, jurisdictions should also coordinate their applications for federal funds to avoid inefficiency. The ability of projects to succeed will be determined by the availability of contractors to hire an adequately trained workforce. To avoid reinventing the wheel, state agencies and private contractors should use and expand existing education and training programs, many of which can leverage philanthropic funds.

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**The Apollo Principles** were developed by the Apollo Alliance, a coalition of labor, business, environmental, and community leaders working to catalyze a new generation of high-quality, green-collar jobs. The principles can be downloaded at: <http://apolloalliance.org/wp-content/uploads/2009/03/apollo-principles-for-economic-recovery-final-11.pdf>.

- **Create Quality Green-Collar Jobs and Economic Growth.** The Apollo Alliance has defined green-collar jobs as “well-paid, career track jobs that contribute directly to preserving or enhancing environmental quality.” In thinking about how to spend ARRA dollars on clean energy, efficiency, and transit projects, policymakers should ensure that, wherever possible, the accompanying jobs meet this definition, are local, and allow for career advancement and an entry into America’s middle class. Such strategies should include attaching job quality standards to all public investments, funding high quality green-collar jobs programs, and approving

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<sup>10</sup> See OMB Watch’s Coalition for an Accountable Recovery for a detailed set of policy recommendations at <http://www.ombwatch.org/car>.

projects that create green jobs for unemployed, underemployed, and dislocated workers. This “high road” strategy will create both short- and long-term economic growth for America’s businesses, workers, and communities.

- **Ensure Transparency and Accountability.** The ARRA includes many important requirements for transparency and public accountability at the federal level. In keeping with these requirements, policymakers at the state and local level should also take measures to ensure the highest possible degree of transparency and accountability, so that local taxpayers know how the money is being spent and can track each project’s progress. Such measures should include creating state recovery websites with detailed reporting on contracts awarded by state and local governments, and convening state-level, multi-stakeholder bodies charged with monitoring and oversight of stimulus spending. A transparent and accountable process will ensure the wise use of public dollars, maximize productive and responsible economic growth, and increase public trust in government.
- **Benefit All Workers and Communities.** Recovery Act investment should focus on ensuring broadly shared prosperity for all workers and communities. Special emphasis should be placed on lifting up those who have been most affected by the economic crisis and those who are often excluded from economic opportunities. In particular, investments should be targeted toward creating jobs and environmental benefits in low-income communities, heavily polluted areas, and areas with high layoff and unemployment rates. These investments should also focus on ensuring training and employment opportunities for a broad spectrum of local workers with a wide range of skills. Training investments should focus on creating career ladders that allow un- and underemployed workers to access higher-skilled jobs in the clean energy economy, and on providing new training for those transitioning to more modern technology.
- **Rebuild America Clean and Green.** Regardless of the project, every ARRA dollar should be spent in a way that promotes climate stability and energy security by reducing greenhouse gas emissions and our overall dependence on foreign oil. For transportation infrastructure projects, policy makers should ‘fix-it-first,’ prioritizing repair and upgrade projects and expansion of public transit. For environmental cleanup and restoration, investments should focus on projects that increase urban density and return vacant land to sustainable, productive use. These investments should also prioritize those areas that have been hardest hit by environmental degradation, by providing targeted assistance to individuals and communities suffering disproportionate health, air and water quality impacts. For all building construction projects, policymakers should go beyond federal minimums and apply basic energy efficiency and “green building” standards to all projects using federal stimulus dollars. Policymakers should also take maximum advantage of available loans, rebates, and tax incentives to include renewable energy systems wherever possible in construction and infrastructure projects. Renewable energy investments should be concentrated among the cleanest and most cost-effective strategies, and reduce carbon emissions and oil dependence by incorporating American-made component parts.

- **Create Green Jobs at Scale.** The best way to create long-term economic growth is to do projects at a scale large enough that they can create multiple jobs and job training opportunities. Policymakers should focus on combining stimulus programs and scaling up projects in a way that maximizes job opportunities in particular fields, such as energy efficiency retrofitting or solar panel installation. Doing these projects at scale – for instance, aggregating energy efficiency funds to retrofit an entire neighborhood of houses – makes the projects last longer and gives workers longer-term opportunities in these green industries. It also allows businesses to achieve the economy of scale necessary to pay decent wages and provide benefits, and allows job training programs to create career ladders into these professions for low-skill job seekers.

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