



Empowering Your Community through Workforce Development Initiatives

**Day 2, May 8, 2024
1:15 p.m.-2:15 p.m. CDT**



**2024 CDBG-DR Problem Solving Clinic
May 7-9, 2024 | St. Louis, MO**

Presenters



Scott Ledford

He/Him

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Sue Southon

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Presenters



**Christian J. Carlo
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Northern Marianas
Housing Corporation



Victoria Tomas

She/Her

Florida International
University



Emily Gallego

She/Her

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Learning Objectives

- Attendees will learn about different workforce development and workforce support programs.
- Attendees will hear how other federal and local resources can be used along with CDBG-DR to implement workforce development and support programs.
- Attendees will explore how assessing local labor markets post-disaster can identify potential growth opportunities.
- Attendees will hear best practices for recruitment of Section 3 workers.

Agenda

- Workforce Development Overview
 - Program models
 - Leveraging other federal resources
 - Section 3 strategies
- Case Studies of Three Different Types of Workforce Programs
 - Puerto Rico – Workforce Development and Small Business Incubator
 - Northern Mariana Islands – Training Scholarship Program
 - Florida – Certificate Program for Construction Trades



Recognizing the Ecosystem of Workforce Development in Your Community

Workforce Program Models

- Training programs delivered through vocational schools and other licensed training providers, by certified professional trainers
- On-the-job training provided directly by employers, may be supplemented with government funding
- Programs that provide scholarships to qualified citizens to participate in vocational training programs
- Microenterprise business support – including both technical assistance to owner and support services for employees (childcare, transportation)
- Employment support services:
 - Career coaching
 - GED attainment
 - Case management and other wraparound services to help obtain/retain employment
 - Resume writing, job search, employment retention skills

Examples Leveraging Other Federal Resources



Department of Labor promotes work-based learning to upskill, providing economic opportunities. Leveraging with CDBG-DR can increase employer engagement by reducing match requirement.

- Examples of programs that will match employer-provided training opportunities:
 - **On-the-Job Training** – provides reimbursement to employers to help compensate for the costs associated with skills upgrade training for newly hired employees and lost production of employees providing training
 - **Customized Training** – designed to meet specific requirements of employer or group of employers with the commitment to employ individuals upon successful completion of training
 - **Registered apprenticeships** – employer-driven “earn while you learn” that combines on-the-job training with job-related curricula tied to attainment of industry-recognized skills standards

Section 3



- Qualification of Section 3 worker:
 - Individual's income at or below 80% of area median income (AMI) for the jurisdiction at time of hire
 - Certification is good for 5 years
 - Workers may self-certify
- Who must comply:
 - All recipients of CDBG-DR or CDBG-MIT funds (grantees, subrecipients, beneficiaries, contractors), IF
 - HUD-funded housing rehabilitation, housing construction, or other public construction projects, and related contracting opportunities exceed the \$200,000 project threshold
- Contractor notification:
 - Included in bid documents
 - Reviewed at pre-construction conference

Section 3 Best Practice Strategies



- For projects triggering Davis Bacon wage reporting, data can be used for Section 3 reporting as well, once Section 3 workers are identified.
- Post opportunities with local public housing agencies.
- Contact Youthbuild Programs in your community (<https://youthbuild.org/our-programs/>).
- Create construction trades training programs using CDBG-DR or CDBG-MIT funds.
- Use local Workforce Investment Program to certify Section 3 workers.
- Check to see if your state maintains a Section 3 business registry.

A photograph of the St. Louis Gateway Arch and the city skyline, framed within a white, irregular hexagonal shape with a drop shadow, set against a background of green and blue geometric shapes.

Case Studies

Commonwealth of Puerto Rico



Grantee Spotlight



**Workforce Training
Program**

&

**Small Business
Incubator and
Accelerators
Program**

**CDBG-DR
&
CDBG-MIT
\$20.4B**

**Economic
Recovery Budget
\$1.8B**

Workforce Training Program (WFT)

- Training in job skills related to the reconstruction and economic growth of Puerto Rico.
- Program serves over 20 industries. Course offerings include:

- ✓Tourism
- ✓Proposal Development
- ✓Masonry
- ✓Plumbing

- ✓Business Administration
- ✓Solar Panel Installation
- ✓Medical Record Management

\$90M
allocation

24
Subrecipients

3 Educational
Institutions

2 Municipalities

19 Nonprofits

Small Business Incubators and Accelerators Program (SBIA)

- Promotes the growth and success of new companies and businesses in early stages of operation through technical assistance and support from small business incubators and accelerators. Serves over 20 areas of business.

\$85M
allocation

Course offerings:

Incubator: Provides a supportive environment for early-stage businesses and high-potential startup ideas.

Accelerator: Help expedite the growth of existing businesses through workshops, mentorship and targeted education.

30 Subrecipients

1 Municipality

3 Educational
Institutions

2 For Profits

24 Nonprofits



Program Outcomes



Workforce Training Program

- **8,593** beneficiaries have participated in the Program
- **6,076** graduated participants, **71%** graduation rate
- **86%** = low and moderate income (LMI)
- **725** have been placed in employment
- **290** Section 3 candidates

18,587
Projected
Beneficiaries

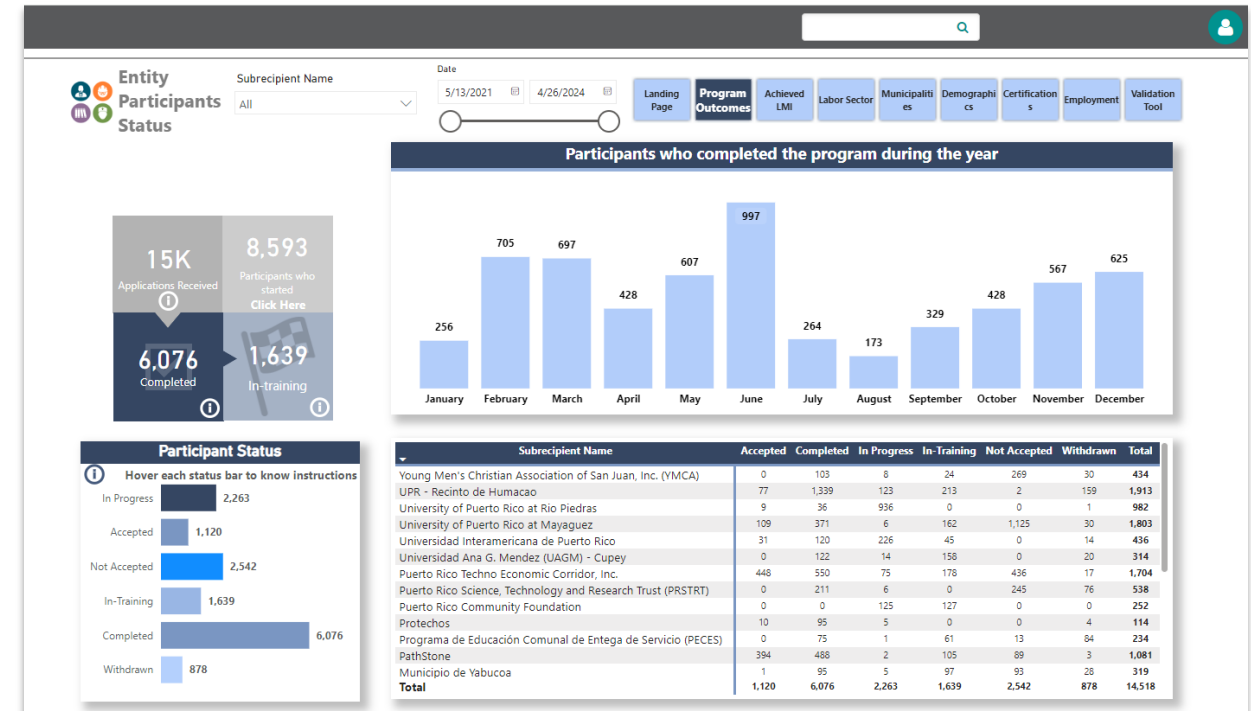
Small Business Incubators & Accelerators Program

- **4,534** beneficiaries have participated in the Program
- **3,190** graduated participants, **70%** graduation rate
- **81%** = LMI
- **56** Section 3 candidates

6,673
Projected
Beneficiaries

Lessons Learned

1. Financial capacity of the Subrecipients is crucial for the implementation of the Program.
2. Establish and keep effective and constant communication channels with your subrecipients.
3. Implement a consistent training and orientation system.
4. Develop user-friendly tools for your subrecipients to document performance outcomes and administrative compliance, including job placement and Section 3 information.



Commonwealth of Northern Marianas Islands



Grantee Spotlight

Technical School Scholarship Program

Total allocation - \$9,820,000 (CDBG-DR)

- \$8,660,000 allocated to economic development and workforce activities
- \$1,160,000 allocated to the Workforce Development Training Scholarship Program



Workforce Development Training Scholarship Program (WDTSP)

- Determined greatest market need – construction services
- Identified Northern Marianas Technical Institute as best subrecipient to deliver the training
- Created Intergovernmental Agreement and Application to address all cross-cutting requirements and Duplication of Benefits
- Recruited low-moderate income citizens with interest in pursuing construction trades who did not have the financial resources to pursue technical training on their own



Goals and Accomplishments

With 2 years remaining on the program:

Goal	Accomplishment
150 LMI enrollees.	137 enrollees receiving scholarship assistance.
Placement of 70% of graduates in jobs.	Of 67 graduates, 42 (62.7%) have found construction trade employment.



What are
program
participants
saying?



Feedback from Program Participants

How do you feel like you have contributed working in the construction industry in the CNMI?

"I feel like I've contributed because although a project might take months or years, it's the progress on the daily that leads up to there. I feel like what I was introduced to in class really made it easier for me to transition into the actual workforce. Like I learned carpentry in class so switching over to masonry at the job site was an easy transition because I was exposed to it in class then more exposed on the job. I feel like a trainable employee."

Feedback from Program Participants

What are the benefits from the Trading Up Program?

"I was proud to have a NCCER certification. This program is showing myself that I am capable of doing things. I am exploring more options in the construction industry available at NMTECH."

State of Florida



Grantee Spotlight

Florida International University– Construction Trades Certificate Program

Program funding allocations (CDBG-DR and others)

- \$2,648,829



Construction Certificate Program Highlights

- In 2018, the Moss School of Construction Management in FIU's College of Engineering & Computing and the Lennar Foundation partnered to start the Construction Trades Program.
- In 2020, the Construction Trades Certificate Program started offering Pre-Apprenticeship certifications in seven construction trades





Construction Certificate Program Highlights

- In 2022, Construction Trades Certificate Program launched a Solar Energy Technician Apprenticeship program, the first in the nation – providing graduates with national credentialing in solar power construction and insulation.
- The community workforce development program trains workers to fill the demand for construction jobs in South Florida. The program is designed to respond to the community's workforce needs.



Reducing Administrative Burden Takeaways

- Achieves multiple co-benefits through workforce development programs.
 - Individuals impacted by the disaster event may need jobs and/or advancement opportunities.
 - They can participate in their own recovery.
 - Contractors and employers across multiple recovery sectors need labor.
- Workforce development and employment opportunities are efficient ways to meet Section 3 targets.



Resources

Section 3:

- [CPD Notice 21-09 Section 3 New Rule \(August 2021\)](#)
- [Section 3 Resources and Tools](#)
- [Section 3 Sample Plan](#)
- [Consolidated Notice: Section 3](#)

Grantee Examples:

- [Puerto Rico - Small Business Incubators and Accelerators Program](#)
- [Commonwealth of the Northern Mariana Islands - Northern Marianas Housing Corporation \(NMHC\) – CDBG-DR](#)
- [Northern Marianas Technical Institute - About](#)
- [Florida International University - Construction Trades Program](#)



Questions and Answers

A photograph of the St. Louis Gateway Arch is framed within a white, irregular hexagonal shape on the left side of the slide. The arch is a large, white, catenary-shaped structure that dominates the skyline. In the background, other city buildings and the American flag are visible under a clear sky.

Thank You!

If you have any questions, please feel free to send an email to ODR's Policy Division at ODRPolicyDivision@hud.gov.

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A photograph of the St. Louis skyline, including the Gateway Arch and the Old Courthouse, framed within a white hexagonal border with a drop shadow.

Next Session

The next sessions will begin at 2:45 p.m. CDT

Strengthening Coordination with Indian Tribes
in Disaster Recovery: Grand Ballroom DEF

Mitigation Needs Assessment: Climate
Services: Grand Ballroom ABC