FY 2010 Earmarked Proposal to the:

U.S. Department of Labor Employment and Training Administration

Project Title:

Workplace-Based Distance Learning for Low-Wage, Low-Skilled Adults

Submitted By:

Washington State Workforce Training and Education Coordinating Board
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Transmitted By:

Eleni Papadakis, Executive Director

Date:

March 1, 2011

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

*1. Type of Submission:	*2. Type of Application	* If Revision, select appropriate letter(s)
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	*Other (Specify)
☐ Changed/Corrected Application	☐ Revision	

3. Date Received:	4. Applicant Identifier:

5a. Federal Entity Identifier:	*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

*a. Legal Name: Washington State Workforce Training and Education Coordinating Board

*b. Employer/Taxpayer Identification Number (EIN/TIN):	*c. Organizational DUNS:
916001107	927029264

d. Address:

*Street 1: 128 10th Avenue S.W.
Street 2:
*City: Olympia
County: Thurston
*State: WA
Province:
*Country: USA
*Zip / Postal Code 98504

e. Organizational Unit:

Department Name:	Division Name:
Washington State Workforce Training and Education Coordinating Board	Washington State Workforce Training and Education Coordinating Board

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: *First Name: Eleni
Middle Name:
*Last Name: Papadakis
Suffix:

Title: Executive Director

Organizational Affiliation:
n/a

*Telephone Number: 360-753-5660 Fax Number: 360-586-5862

*Email: epapadakis@wtb.wa.gov

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

***9. Type of Applicant 1: Select Applicant Type:**

A.State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

U.S. Department of Labor, Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17-261

CFDA Title:

"Congressional Earmark 2010"

***12 Funding Opportunity Number:**

*Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Three pilot project locations in Washington state, which will be evenly geographically distributed to the extent possible.

***15. Descriptive Title of Applicant's Project:**

Workplace-Based Distance Learning for Low-Wage, Low-Skilled Adults

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

*a. Applicant: WA State - All Districts *b. Program/Project: All Districts

17. Proposed Project:

*a. Start Date: 06/30/2011 *b. End Date: 6/29/2013

18. Estimated Funding ($):

*a. Federal	850,000
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	850,000

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E. O. 12372

***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions

Authorized Representative:

Prefix: _____ *First Name: Eleni

Middle Name: _____

*Last Name: Papadakis

Suffix: _____

*Title: Executive Director

*Telephone Number: 360-753-5660 | Fax Number: 360-586-5862

* Email: epapadakis@wtb.wa.gov

*Signature of Authorized Representative: [signature] *Date Signed: 3/1/11

I. TECHNICAL PROPOSAL

1. Abstract

See Proposal Guide, Section I-1, for detailed instructions and examples for the Abstract. Recommend allowing one page in length.

Answer these questions:

What is the purpose that the project is intended to accomplish? This must reiterate the purpose contained in the Earmarked Appropriation line of the Congressional Conference Report but you may add clarifying details. Recommend a paragraph or less.

Who are the grantee and the project partners? Provide applicant organization's name. Briefly describe roles, contributions of key partners, and other substantial contributors. Recommend a paragraph or less.

Why are you implementing this project? Briefly describe the needs addressed by the project. Recommend a paragraph or less.

What outcomes do you anticipate for your project? These will commonly be stated in terms of outcomes for individuals, but may include other desired outcomes depending on of project.

How will you delver services? Discuss components of the project and how they relate to the need. Mention any unique features of your service methods or delivery mechanism. Recommend one or two paragraphs.

The Washington Workplace-Based Distance Learning Initiative (the Initiative) will support the development, testing, delivery, and expansion of workplace-based education and training for low-wage adult workers, resulting in models for other states to follow. Regional programs and strategies will be designed to enhance the job and wage progress of workers and the business operations of employers. Initial learning laboratories will target 90 Washingtonians, who will take a minimum of two credit-bearing pathway courses. An additional 120 Washingtonians will complete an "Orientation to Online Learning" course, and the initiative's statewide infrastructure is expected to reach at least 10,000 workers over 10 years.

The grantee is the Workforce Training and Education Coordinating Board (Workforce Board), and partners include the Higher Education Coordinating Board, State Board for Community and Technical Colleges, Association of Washington Business, Washington State Labor Council, Washington Workforce Association, and other business and labor organizations. The Workforce Board is an Olympia, Washington-based state agency that represents business, labor, and government and advises the Governor and Legislature on workforce and economic development policy. The Workforce Board will provide Initiative management and oversight, and the other state agencies and entities will provide policy guidance and direction to set up initial learning laboratories for workplace-based education and training.

The Workforce Board and partner organizations were first charged with the Workplace-Based Distance Learning Initiative during the 2008 Washington State Legislative Session. Senate Bill 6295 brought together several organizations to study employer workplace-based educational programs with distance learning components. The partners became the Workplace-Based Learning Initiative Steering Committee and have met periodically to develop policies addressing the job and wage progress of workers through workplace-based education and the employer benefits of offering those programs in the workplace.

Low-wage, under-skilled adult workers are not taking advantage of our higher education system and its expanding on-line learning opportunities because they are unaware of their options, don't have access to or understand the technology, cannot afford tuition, or do not have time for school. Without a post-secondary credential, many workers are faced with stagnant income, no possibilities for advancement, and ongoing problems achieving self sufficiency.

To target this population, we will establish three workplace-based demonstration projects offering post-secondary education and training in the form of distance-learning. Faculty extenders—on-site educational coaches—will facilitate participants' learning to ensure success. We will evaluate and document the lessons learned at these laboratories to inform better deployment of the state's higher education resources in the workplace. Ninety students will benefit from these initial laboratories, and the greater goal is to reach 10,000 Washingtonians in the next decade. The Washington framework will be created for use by regional or federal policymakers and other states seeking to address the issues of under-skilled working adults.

The pilot projects will be selected through a competitive bid process. Each project will be led by a higher education institution, in partnership with employer sites, labor organizations, and a Workforce Development Council. Priority will be given to employer-employee partnerships, including labor-management training partnerships, and projects may be a part of a registered apprenticeship program. All projects will be designed to enhance worker prospects for job and wage progress, as well as meet a specific employer need.

The Workplace Learning Initiative will overcome barriers experienced by working adults, low-wage, and low-skilled workers, when they seek education and training that can improve their earnings and advance their careers. By engaging employers and their workplaces in the educational advancement of their employees, the Workplace Learning Initiative seeks to blur the boundaries between the workplace and the formal classroom, allowing adult workers better access to and success in higher education.

Employers and educators will partner in creating learning laboratories in the workplace. Participating employers will commit learning space, employee learning time, technological support and the leadership of experienced staff who can provide coaching and mentorship. Postsecondary institutions will provide instruction and distance learning didactics to ensure that participating employees receive credit that can build toward a credential and/or a degree. Education may be delivered through a range of distance-learning tools, including online education courses. Success will require higher education faculty to expand their approach to teaching and will require employers to commit resources that increase their employees' success. Ultimately, the lessons from this initiative will transform how Washington delivers education and training, creating a culture and infrastructure that supports lifelong learning and long-term economic mobility and success.

2. Statement of Need

See Proposal Guide, Section I-2, for detailed instructions and examples.

A. Project's Purpose

Describe the purpose that the project is intended to accomplish. This must reiterate the purpose contained in the Earmarked Appropriation line of the Congressional Conference Report. Only activities that substantially conform to the Congressional text are eligible for funding under the Earmarked Program but you may add clarifying details. Recommend a sentence in length.

The Workforce Board will support the development, testing, delivery, and expansion of workplace-based education and training for low-wage adult workers resulting in models that other states can use. The Initiative will target incumbent workers who would not normally seek on-the-job training by offering education and career lattice opportunities to them at work. Ninety low-wage workers will take at least two credit-bearing pathway courses; 120 additional individuals will complete an "Orientation to Online Learning" course; and the Initiative will develop a model for identifying and training faculty extenders, or educational coaches who will facilitate the learning of low-wage workers. Regional programs and strategies will be designed to enhance the job and wage progress of workers and the business operations of employers.

B. Description of the Major Issues Addressed

What are the major issues or problems that the project is addressing in conjunction with the project's purpose? Generally these should be no more than a half dozen in number, but for some project designs, might consist be a single, distinct issue. Provide enough factual (preferable quantified) information to explain the issue and its significance.

The scope of each issue should be no longer than the project is proposing to address. For example, a project with a neighborhood focus should not address a statewide issue.

Section 171 of the Workforce Investment Act (see Appendix B of Reference Book 1)—which governs what is permissible for demonstration, pilot and similar projects funded with an Earmarked appropriation--requires that "such projects shall include the provision of direct services to individuals to enhance employment opportunities." Therefore, with rare exception, one or more of these issues must be about the needs of the individuals that the project will serve.

The issues will be used to organize the remainder of the technical proposal.

Issue #1 - Meeting the State's Need for Skilled Workers

The Workforce Board's 2010 Employer Survey found that 6 percent of employers had such a hard time finding qualified applicants that they were unable to fill all their job openings. This translates into 11,000 employers statewide who were unable to fill at least one job opening during a recession because they could not find a qualified applicant. (The number is higher during better economic times.) Many of these employers could "grow their own" employees from the ranks of their entry-level employees, creating career paths for existing employees and new jobs for young workers. Success, however, will require employers to rethink their workplaces and their work schedules to create learning laboratories for their employees. It will also require an adaptive higher education system to facilitate easier entry and exit by incumbent workers.

Issue #2 – The Tipping Point: One Year of Postsecondary Education and a Credential

On average, an individual needs at least one year of postsecondary education and a credential to have a job that pays enough to support oneself and one's family. However, many low-wage, low-skilled adult workers do not enroll in postsecondary education because they are unaware of their options, don't have access to or understand the technology, cannot afford tuition, or do not have time for school. To ensure more working-age adults access to education and training, we need to develop more portable and flexible education delivery methods through digital learning, including workplace education and training.

Issue #3 – The Target: 1.4 Million Workers

More than one out of three Washington high school graduates do not carry on with their education in the year following graduation; at least 1.4 million of the state's 4.3 million working age adults have a high school diploma or less. These workers rely exclusively on their high school diploma to gain entry into mostly low-wage, low-skill jobs. In addition, many are not yet college ready and need training in adult basic skills like numeracy, literacy and English proficiency while venturing into occupational skills training. Employers who hire these workers report that too many lack basic workplace or employability skills, and the specific job skills that employers are looking for. Thus, many Washington workers are faced with stagnant income, no possibilities for advancement, and ongoing problems achieving self sufficiency.

Issue #4 – Barriers to Student Access

The lack of money and time are the most frequent reasons why people don't enroll in workforce education programs. Other contributing factors are: career planning; child care; training programs not being available in the area or at a convenient time; and lack of preparation for coursework.

Individuals to be Served (Participants)

In this section describe the population of individuals to which the project will provide services. Include any eligibility requirements that the project will use. Also explain why this population was selected.

a) Description of Individuals Being Served and Eligibility Criteria (if Applicable)

The three initial Workplace-Based Distance Learning Initiative sites will target 90 low-skilled, low-wage Washingtonians for completion of at least two credit-bearing, credential pathway courses. An additional 120 workers will complete an "Orientation to Online Learning" course. While we expect most of these workers to be incumbent with few or no occupational skills, we also expect that some unemployed workers can also benefit from the Initiative if hired and offered the training. Either before or during training, some will need English language skills, and others will need adult basic skills.

The Initiative will have a participant annual income eligibility cap of $36,000 and $18.00 per hour. This figure is based on 75 percent of the average Washington wage, which is $47,500.

b) Rationale for Selection

More than 34 percent of Washington residents age 18 to 34 have only a high school diploma. According to the Workforce Board's recent Employer Needs Survey, an increasing number of employers do not foresee a need for workers with less than a high school diploma. The state's Higher Education Coordinating Board 2008 Strategic Master Plan emphasizes the role that higher education can play in preparing Washington's workforce and creating more accessible career pathways among the two-year and four-year degree programs. More specifically, the Master Plan cites the need for more portable and flexible options for promoting and financing skill upgrade training and professional development.

3. Description of the Impacted Area

A. Area Delineated

Delineate the geographic boundaries of the area being impacted. Describe the physical and social features of the area being served that affect the need for the project or strategies being used. Where appropriate, ETA encourages grantees to plan strategies that serve large, multi-county regions or labor markets. Such a region might overlap two or more states. In these instances the states and counties affected would be included in the description. Tables or maps may be included to accomplish this.

Globalization has transformed Washington from an agricultural economy to a knowledge-based economy, where employers value critical thinking as well as education and training. These employers struggle to find enough qualified workers to fulfill their skill demands. Thus, our state's low-wage, low-skilled workers must obtain postsecondary credentials to compete in the knowledge-based economy.

The Initiative will create a state infrastructure that brings post-secondary and distance-learning opportunities to low-wage adult workers, in partnership with Washington's employer and labor communities. The Workforce Board will select three learning laboratories through a state-wide competitive bid process, therefore specific geographic areas are not yet known. However, at least one of the three sites selected will be a rural location.

B. Labor Market Information for the Area

Describe the principal employment needs and conditions relevant to the project. May use the table below to display relevant occupational information, and add a short written narrative. Information should link to project issues and goals. Recommend one page or less in length.

Successful pilot applicants will provide evidence that their project will meet state or local employer needs for skilled workers. We will require them to provide local and regional labor market demand information for the industry they are targeting through a variety of resources including traditional labor market data (available on our Employment Security Department WorkforceExplorer.com website), industry data, trade association data, and other transactional data. This also includes evidence that the participating employers have a need for the skills of program completers with extra points granted to applicants who show links to local labor market job openings and statewide skill gaps as defined by Workforce Board Skill Gap analyses.

C. Socioeconomic Information for the Area

You may provide here any additional, pertinent, socioeconomic data about the area that was not included in the issues section. Recommend a half page or less.

More than one out of three Washington high school graduates do not carry on with their education in the year following graduation. Instead, they go directly to work, relying exclusively on their high school diploma to gain entry into mostly low-wage, low-skill jobs. Employers who hire these young people report that too many lack basic workplace or employability skills, and the specific job skills that employers are looking for.

Many adults will continue to postpone their plans for further education because of the need to work and support themselves and their families. Yet, we have evidence that, on average, an individual needs at least one year of postsecondary education and a credential to have a job that pays enough to support oneself and one's family. To ensure more working-age adults access to education and training, we need to develop more portable and flexible education delivery methods through digital learning, including workplace education and training.

4. Statement of Work

See proposal Guide, Section I-4, for detailed instructions and examples.

The Statement of Work has five subsections. The Statement of Work contains an overview of the project goals and major components addressing the issues outlined in your Statement of Need (Section 2). This section also contains the work schedule and a description of your partners/collaborators and linkages with the Workforce Investment System.

A. Project Goals

For each of the issues identified, provide one or more goals for what the project is to accomplish by the end of the grant period. Goals should be action oriented, measurable (preferably quantifiable) and time-specific.

The goals should be no longer than a sentence each.

Goal #1 – Select learning labs. By the end of the second quarter, establish three workplace-based learning labs across the state (with at least one rurally located lab) that will form an infrastructure to evaluate, document, and inform Washington and other states on work-based learning best practices.

Goal #2 – Train faculty extenders. Develop a model for identifying and training faculty extenders - - educational coaches who will facilitate the learning of participants.

Goal #3 – Recruit low-skilled, low-wage incumbent workers. Recruit 90 employees who could benefit from postsecondary education in the form of distance-learning. Recruit 120 additional workers who could benefit form completing an "Orientation to Online Learning."

Goal #4 – Deliver training. Seventy-two low-skilled, low wage workers will complete two credit based workplace learning courses before the end of the grant. An additional 120 workers will complete an "Orientation to Online Learning."

Goal #5 – Assess impact of the initiative. Assess impact of workplace-based training programs on participants, employers, and educational institutions.

Goal #6 – Formulate policy recommendations. Make best practice policy recommendations to the Governor, Legislature, and higher education community.

B. Major Project Components

a) Description of Components for Addressing Each Issue and Goal.

For each major project component, discuss who provides what, when, and where, and delivery methods. This section is the heart of the technical proposal. At least one of the services must describe services for individuals. Components can address multiple goals.

Note that federal regulations restrict the use of funds for some categories of activity such as for construction. In addition Section 181 of WIA restricts the use of funds for employment generating activities, economic development activities and similar activities that are not directly related to training for eligible individuals under the Act.

If some components are funded from other funding sources, they can be included here but separate funding should be explained.

Allow two or more paragraphs per component. (Secondary activities/tasks are to be listed as part of the Work Schedule.)

Goal #1 – Select Learning Labs

Component	Activity (What)	Location (When & Where)	Delivery Method (How)	Responsible Partners (Who)
Request for Proposal Process	Selection of three workplace-based demonstration projects that meet RFP criteria.	1st & 2nd quarter of grant. Statewide solicitation with an application due date. Three learning lab sites selected, one in a rural location.	Request for Proposals (RFPs) marketed to employer community and higher education institutions.	Workforce Board with a Workplace-based Learning Interagency Review Committee.

The Workforce Board and its partners will request proposals soliciting partnerships between educational institutions and employers that will offer workplace-based learning curriculums. All proposals will be evaluated based on specific criteria that encompass workers and industries, educational delivery, employer commitment and benefits, and sustainability (see Appendix A).

The Request for Proposal process will emphasize a transformation of how Washington delivers education and training to its low-wage, low-skilled workforce, and eventually, all workers. We will encourage employers to view their workplace as extensions of college campuses. This co-investment strategy will significantly expand the reach of higher education without the limitations of bricks and mortar campuses. The Initiative will ensure that as technology and online learning continues to evolve, the low-wage, underskilled worker will also be included. After receiving the recommendations of an interagency review committee, the Workforce Board will choose three pilot projects.

Goal #2 – Train faculty extenders

Component	Activity (What)	Location (When & Where)	Delivery Method (How)	Responsible Partner (Who)
Training of faculty extenders	Specific training in how to support traditional faculty and facilitate participant learning.	Beginning in the 3rd quarter. At the employer worksite locations.	Faculty extenders are supervisors or other skilled employees. Training is one on one and individualized.	Higher education institution faculty offer the training to the faculty extenders serving as educational coaches.

On site, the faculty extender will play a lead role in monitoring the progress of Initiative participants and identifying when issues arise. Traditionally, low-skill, low-wage workers have negative educational histories, so they may need more resources than the average student. Through this extender concept, participants' likelihood of success will be strengthened as their ongoing needs are addressed.

To ensure the infrastructure for faculty extender success, proposals will be required to include an extender training model, an extender training program, and an evaluation of faculty extender success.

Goal #3 – Recruit incumbent workers

Component	Activity (What)	Location (When & Where)	Delivery Method (How)	Responsible Partners (Who)
Employee outreach	Recruitment of low-wage adult workers.	Beginning in the 3rd and 4th quarter. At worksite locations of participating employers.	Conduct employee outreach visits at participating employer worksites.	College and employer team effort. Also union representatives on team when applicable.

Goal #4 – Deliver training

Component	Activity (What)	Location (When & Where)	Delivery Method (How)	Responsible Partners (Who)
Implement Workplace-Based Distance Learning	Piloting e-learning laboratories in the workplace. Two credit-bearing courses offered through workplace based learning curriculums.	Beginning in the 3rd quarter and ongoing through end of grant. Learning labs located at employer worksites.	On site learning support and distance learning didactics designed to enhance job and wage progress of workers.	A team that includes higher education institution faculty and worksite coaches/faculty extenders.
Implement an "Orientation to Online Learning"	Instruction in basic computer skills appropriate for distance learning.	SBCTC will coordinate curriculum development and data tracking system to develop course curriculum to expand access and use of online learning opportunities.	Free, openly-licensed to be available across state and nation.	State Board for Community and Technical Colleges (SBCTC)

Three chosen workplace-based learning laboratories will be launched through employer-education co-investments. The Initiative will engage employers in the continuing education of their employees in a far more comprehensive manner than is typical. This will include a much higher than normal commitment by the employer who will likely need to dedicate space and equipment, paid release time, leveraged resources, and supervisory staff for coaching, mentoring and hands-on teaching.

The Initiative will foster greater collaboration between the state's higher education institutions, employers, and workers. We will promote employers' use of digital technology for ease of access to education, and we will encourage educational institutions to pursue a variety of teaching and instruction delivery techniques and to ensure open access to the Initiative's curricula.

The credit bearing courses provided will ensure that participants make measurable progress on a well-defined career pathway toward at least the tipping point of one year of postsecondary education as a credential. The educational institution will take the lead role in coordination with the employer partner to closely track participants for measurable outcomes and program completion, then monitor them for movement toward higher-wage positions and career advancement.

The State Board for Community and Technical Colleges will coordinate the development of the "Orientation to Online Learning" course curriculum and set up data tracking for a system which will train those needing basic computer skills appropriate for distance learning programs. The course will be free, openly-licensed, and will be available online across the state and nation.

Goal #5 – Assess impact of the initiative

Component	Activity (What)	Location (When)	Delivery Method (How)	Responsible Partners (Who)
Assess Training Outcomes	Evaluation of the three learning lab pilots; evaluation of impact on employees and participating businesses.	Pre-evaluation development activities leading up to quarter 7. Evaluation activities to take place in the 7th and 8th quarter.	Evaluation will include structured interviews of project partners and conducting focus group sessions with workers at the three sites.	Evaluation by Workforce Board research analysts and selected contractor.

The Workforce Board will evaluate the chosen learning laboratories to ensure that they are best practice models. The Workforce Board will test for effective partnership structures, including design, delivery, and performance accountability; co-investment strategies; technological and other delivery mechanisms; support strategies for educational and personal needs of adult workers, and business and participant impact. The Workforce Board will be using the performance measures described in Section 5.A.

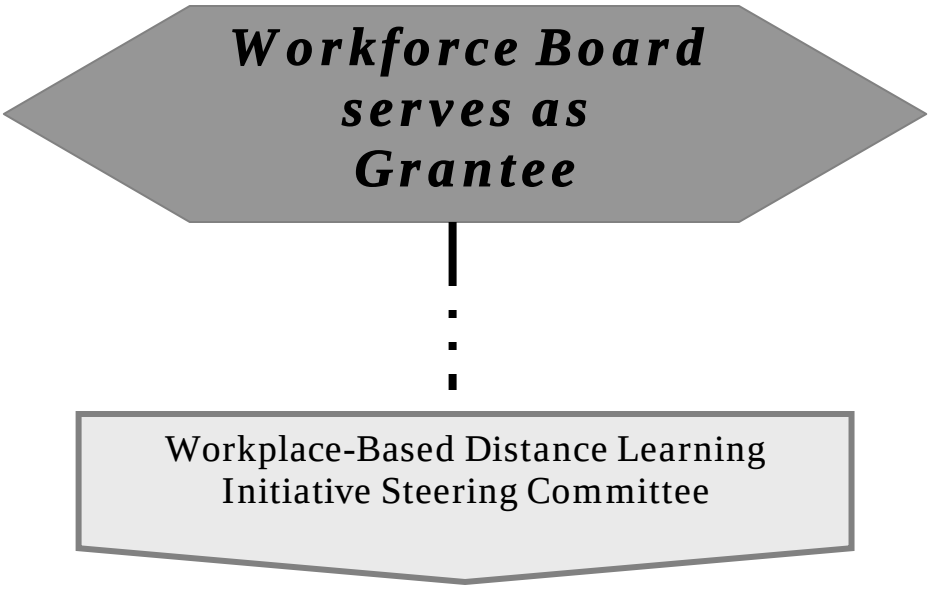
Goal #6 – Formulate policy recommendations

Component	Activity (What)	Location (When)	Delivery Method (How)	Responsible Partners (Who)
Feature best practices	Make best practice policy recommendations to the Governor, Legislature and higher education community.	Recommendations delivered in Quarters 7 and 8.	Presentations, legislative hearings, electronic newsletters. Also shared best practice models and curricula nationwide.	Workforce Board

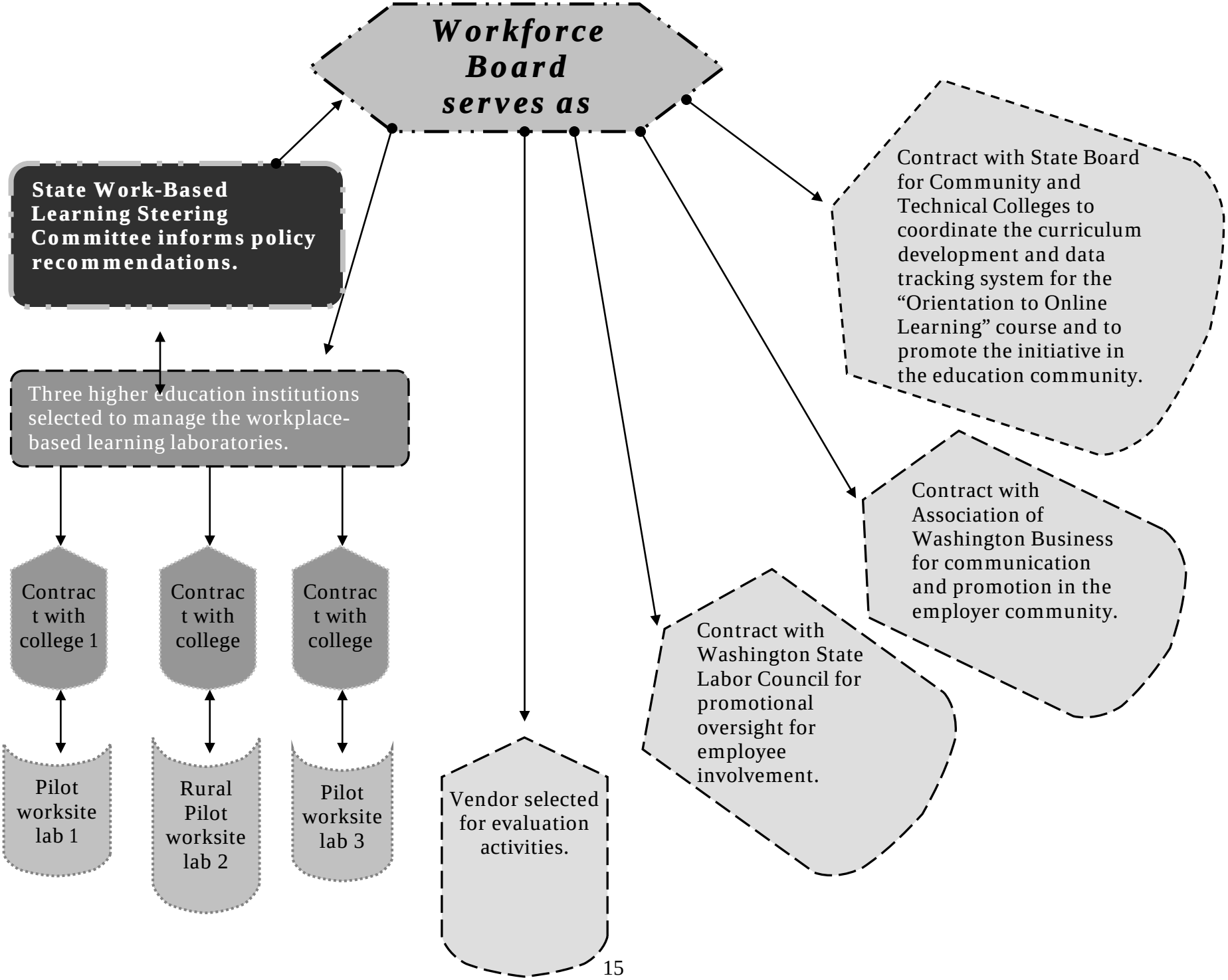
b) Diagram of Project Components

Provide any project component/service diagrams or flow charts as applicable. May be on separate pages and in a landscape format.

Please see next two pages and the Proposed RFP Criteria for Workplace-Based Learning Laboratories in Appendix A.



- State Board for Community and Technical Colleges
- Association of Washington Business
- Washington State Labor Council
- Higher Education Coordinating Board
- Washington Workforce Association
- Washington Technology Industry Association
- SEIU Healthcare 1199 Northwest
- Puget Sound Regional Council
- Northwest Career Colleges Federation


Workforce Board serves as
State Work-Based Learning Steering Committee informs policy recommendations.
Three higher education institutions selected to manage the workplace-based learning laboratories.
Contract with college 1
Contract with college
Contract with college
Pilot worksite lab 1
Rural Pilot worksite lab 2
Pilot worksite lab 3
Vendor selected for evaluation activities.
Contract with Washington State Labor Council for promotional oversight for employee involvement.
Contract with Association of Washington Business for communication and promotion in the employer community.
Contract with State Board for Community and Technical Colleges to coordinate the curriculum development and data tracking system for the "Orientation to Online Learning" course and to promote the initiative in the education community.

C. Work Schedule

Complete a Work Schedule chart. Add or delete rows as appropriate. Take components directly from Section 4.B(1). Shorter projects do not need to include a full 2nd year in the Work Schedule. But, be sure to list all critical tasks, including start-up tasks such as hiring staff or executing subcontracts. Also, the Schedule should include post-project activities such as the completion of evaluations.

Insert Xs for periods of occurrence. Show entries only in those quarters needed to complete the project and the evaluation.

Project Component	Task	Year 1				Year 2*				Staff / Organization Responsible
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
Request for Proposal Process	Draft Request for Proposal based on criteria in Appendix A.	X								Workforce Board Policy Analysts with Partners
	Publicize Request for Proposal and market to employer community.	X								Workforce Board Policy Analysts
	Evaluate incoming proposals.		X							Workplace-Based Learning Interagency Proposal Review Committee
	Choose three pilot projects/learning laboratories.		X							Workforce Board
Set-Up of Physical Learning Laboratories and Curriculum Content	Facilitate collaboration between higher education institutions, employers, and workers.		X	X	X	X	X	X	X	Workforce Board Executive Director and Policy Analysts
	Set up workplace learning laboratories in chosen pilots.		X							Employers and College Partners
	Establish training and education programs to fulfill employer needs.			X						Educational Institutions and Employers
	Select and train faculty extenders.			X						Employers and College Partners
	Recruit employees to take part in workplace-based learning.			X	X					Employers, Labor, and College Partners
Implement Training Program	Ensure that participants make measurable progress on a well-defined career pathway with a credential.			X	X	X	X	X	X	
Pre-Evaluation Activities	Develop evaluation methodologies, select evaluation contractor, and oversee contracted activities.	X	X	X	X	X	X			Workforce Board's Grant Evaluation Manager and research investigators

Project Component	Task	Year 1				Year 2*				Staff / Organization Responsible
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
Monitor Progress	Track implementation and program participants for measurable outcomes, program completion, and career advancement.			X	X	X	X	X	X	All partners
Evaluate Program Components	Evaluate the learning laboratories using three main methodologies: structured interviews, focus groups, and quantitative analysis.							X	X	Workforce Board's Grant Evaluation Manager and research investigators
Prepare Policy Recommendations based on Initiative Results								X	X	Workforce Board Policy Analysts

D. Partner/Collaborator Participation

Discuss partner commitments, including services delivered by partners that are essential to the project's implementation and success. Recommend a paragraph per partnering organization.

Refer to any Letters of Commitment that describe specific services which will be provided by a partner. Note that a letter of support does not qualify as a letter of commitment. Only attach letters of commitment.

Do not include services that may be competitively procured later from various firms or organizations. (These activities should, however, be described in the Major Project Component sections of the narrative (4.B (1)) as well as in the contractual section of the budget rationale.)

The Workplace-Based Distance Learning Initiative began as a partnership of organizations rooted in Washington State Senate Bill 6295, sponsored by Senator Derek Kilmer and Representative Deb Wallace in 2008. The bill brought together several organizations to research and develop up to eight pilot projects providing employer workplace-based educational programs with distance learning components. While the bill passed, no funds were appropriated due to the poor budget climate. However, the Workforce Board and the State Board for Community and Technical Colleges did complete their research tasks with existing available funds. The December 2009 Workplace Digital Learning Workgroup Report is available at http://www.wtb.wa.gov/Documents/E-LearningWorkgroupReportSB6295.pdf.

Since 2008, the following organizations have met periodically to continue strategy designs addressing the job and wage progress of workers and the business operations of employers through workplace-based education: the Workforce Board; the State Board for Community and Technical Colleges; the Association of Washington Business; the Washington State Labor Council; the Higher Education Coordinating Board, the Health Work Force Institute; the University of Washington; the Washington Technology Industry Association; the Service Employees International Union 1199 Northwest; the Puget Sound Regional Council; the Northwest Career Colleges Federation; the Washington Workforce Association; and other business and labor organizations. The Workplace-Based Learning Executive Advisory Team included 41 representatives. In addition, the team had 24 industry advisors. The executive team also managed three work groups: finance, outreach and sustainability. The executive team met on December 2, 2008, on July 31, October 5, and December 7, 2009, and on March 29 and May 18, 2010. Copies of meeting agendas and minutes are available upon request. In preparing the project's FY2010 Appropriations General Request Form, Eleni Papadakis, Executive Director of the Workforce Board contacted 12 key leaders to

seek and secure their commitment to the Workplace-Based Learning initiative. The names of those who committed to the project on Washington's Appropriations Request are listed in Section III Attachments.

Partner agencies will participate in the following activities:

1. Design and development of selection process for regional demonstration sites (e.g., creating RFP process and scoring criteria, review and selection of proposals).
2. Employers will contribute to the establishment of an on-site learning environment for their employees, including, but not limited to curriculum development, classroom space, technological infrastructure (e.g., computers, mixed media equipment, internet access), wage release time, loaned instructors or faculty extenders.
3. Establish evaluation parameters.

Key project roles for the State Board for Community and Technical Colleges, the Association of Washington Business, and the Washington State Labor Council are described in the contract budget section on pages 29-30.

E. Linkages with the Workforce Investment System

Describe what efforts have been made to link the project with the State and/or local workforce investment system, or other DOL-funded activities. Does the grantee have a formal agreement with the State and/or local Workforce Investment Board, including the Career One-stop operator? If yes, please describe the nature of the agreement. Recommend one to three paragraphs.

The Governor and the Legislature created the Workforce Training and Education Coordinating Board (Workforce Board) in 1991 to coordinate planning, policy, and accountability for the state's workforce development system. The Workforce Board also serves as the state Workforce Investment Board and manages the performance accountability for WIA Title I-B. The Workforce Board develops and approves the State Strategic Workforce Development Plan and facilitates the coordination of workforce development programs including WIA Title I-B, career and technical education, adult education, vocational rehabilitation, apprenticeships, and private career schools. The Workforce Board makes recommendations for Governor approval of local WIB (Workforce Development Council) strategic workforce plans that include regional plans for lifelong learning. As the grantee, the Workforce Board assures that Workforce Development Councils (WDCs) will be represented on the Initiative's Steering Committee and that WDC representatives will have an active role on the local partnership team for each of the three selected pilot sites. The Workforce Board expects that, through the Initiative, incumbent workers will advance, creating job openings ("Skill Up and Back Fill"). The Workforce Board and local Initiative partners will assist the participating employers in listing their job openings through WorkSource, Washington's One-Stop Career Centers.

5. Project Outcomes

See Proposal Guide, Section I-5, for detailed instructions and examples. Recommend two pages or less.

A. Performance Measures and Planned Outcomes

For each project component or goal identify the performance measures that will determine whether the project was successful during the grant period. Include how that measure is defined (e.g., what is included in the numerator and denominator, what data that are excluded, and what is the measurement's time period), and provide the expected level of performance. Include any significant product outcomes such as reports or curricula. For employment and training type activities, the measures should include the WIA Common Measures when applicable (refer to the Section I-5).

Use the chart below to provide the information for this section. A narrative statement may also be used to provide supplemental information such as about data collection methods and responsibilities.

Performance Table

NAME OF PERFORMANCE MEASURE	MEASURE DEFINITION OR FORMULA	PLANNED LEVEL OF OUTCOMES
Measure 1: Faculty extender component	Faculty extenders – or educational coaches who will facilitate the learning of low-wage workers – receive specific training in how to support traditional faculty and facilitate participant learning.	Faculty extenders support the three workplace-based learning sites and help create a state infrastructure geared toward success for all trainees and long-term sustainability.
Measure 2: Participant Outreach for the Workplace-Based Distance Learning Pilots	Recruitment of low-wage, low-skilled adult workers who are employed by businesses participating in the Initiative. The annual income eligibility cap for the employee is $36,000 and $18.00 per hour.	130 low-wage, low skilled adult workers are recruited. Of the 130 recruited, 90 employees will be enrolled in the program.
Measure 3: Credit Course Completion Measure for the Workplace-Based Distance Leaning Pilots	Total number of employees completing two credit bearing pathway courses divided by the number of employees enrolled.	80% completion rate 72 individuals of the 90 enrolled will successfully complete two credit bearing pathway courses by the end of the grant period.
Measure 4: Outreach to those interested in an taking an "Orientation to Online Learning"	Recruitment of individuals who would be interested in improving their basic computer skills improve their access and ability to benefit from online learning.	150 individuals respond to the recruitment and register to take the online orientation.
Measure 5: Measure for those completing an "Orientation to Online Learning" Course	Total number of individuals completing an "Orientation to Online Learning" participants divided by the total number of Washingtonian's who began taking the orientation.	80% completion rate 120 of the 150 individuals who began taking the orientation successfully completed the orientation by the end of the grant period.
Measure 6: Employer Satisfaction in the learning lab experience	The proposal includes measurable benefits to participating employers, including reduced turnover, increased productivity, improved recruitment, and increased supervisor skills.	80% of participating employers report a positive response to the learning lab experience as measured through structured interviews.
Measure 7: Employment Retention	If a grant extension is approved into the third year, it will be possible to measure longer-term outcomes, and the proposal includes measuring employee retention with employer.	90% of program completers are still employed with the employer third quarter after completing training.

Performance Table

NAME OF PERFORMANCE MEASURE	MEASURE DEFINITION OR FORMULA	PLANNED LEVEL OF OUTCOMES
Measure 8: Earnings Increases	If a grant extension is approved into the third year, it will be possible to measure longer-term outcomes, and the proposal includes measuring employee earnings increases.	The median earnings increase from before training to the third quarter after completing training is seven percent.
Measure 9: Best Practice Model	The pilot projects demonstrate effective models that can be used state-wide and nationally.	The required evaluation component will outline best practices for replication at future workplace-based learning facilities across the state and country.

B. Evaluation Component

WIA demonstration grants are required to have an evaluation report completed following the project's completion. The cost of the evaluation should be allowed for in the project budget and the evaluation should be included in the Work Schedule as a component. The cost of the evaluation should be kept to a minimum, for example, by using graduate students from a university.

1. Design of the Evaluation

Describe the design of the evaluation. What will be the evaluation methodology? What will be the steps of the evaluation? Who will conduct the steps? Explain any difference between performance measures used in the evaluation and those listed in Section I-5b. Recommend a half page in length.

The evaluation will consist of three main methodologies. First, structured interviews will be conducted with approximately 15 individuals involved in the management of the three pilot projects. The interviewees will be a mix of business people and educators. The purpose of the interviews will be to obtain the manager's assessment of the process and outcomes associated with the projects, and include recommendations for the replication and expansion of the projects across the state. Second, focus groups will be conducted with workers who participated in the three projects. It is anticipated that there will be one focus group per project with approximately 10 workers in each focus group. The purpose of the focus groups will be to obtain the individual participants' perspective, including what worked well and what could be improved. Third, there will be an analysis of the performance measures for business and worker impacts, including training completion rate, employment retention, earnings increases, and the employer benefit measures. The Workforce Board research staff will manage the evaluation, including the work of contractors. The Workforce Board will select a contractor through a competitive process to carry out the structured interviews and the focus groups.

2. Evaluator

State who will conduct the evaluation. Who will collect and analyze data? Who will write the evaluation report? Recommend one or two paragraphs.

The Workforce Board will manage the evaluation, including the work of a contractor to be chosen through a competitive process. Under state statute, the Workforce Board, serving as the State Workforce Investment Board, is the performance accountability arm of the state's workforce development system. The Board's evaluation unit tracks the results of 12 of the state's largest workforce programs, skills gaps among employers, and every five years conducts an econometric net-impact study. The Department of Labor chose the Board to coordinate the national-state Integrated Performance Information initiative.

The Board regularly conducts its own evaluations and disseminates results by print and on-line publication. It will examine the work of this earmark for sustainability and share best practices. The unique tri-partite membership structure of the Board positions it well to communicate and disseminate project findings to all business and labor partners.

6. Management and Personnel

See Proposal Guide, Section I-6, for detailed instructions and examples. Many earmarked projects are operated by large organizations such as counties or universities, or consortia, although others are operated by quite small organizations. The following questions are intended to help ETA understand your organization. Recommend two pages or less.

A. Applicant Organization and Project Administration

a) Organizational Structure

What is the structure of the organization(s) to be funded through the grant? What is the legal form of the lead organization? For example, is it a consortium, community college or non-profit corporation? Will the grant result in a new organization that doesn't currently exist? What are major units of the applicant organization(s) involved with the project and their functions? What is its governance structure, e.g., does a board of trustees review all grant proposals, etc.? The length of the description should vary based upon the complexity of the situation. Recommend a half page to two pages.

The Workforce Training and Education Coordinating Board is a partnership of labor, business and government dedicated to helping Washington state residents obtain and succeed in family-wage jobs, while meeting employers' needs for skilled workers. As a state agency, the Workforce Board oversees a workforce development system that includes 18 education and training programs receiving almost $1 billion annually in state and federal funds.

The Workforce Board shapes strategies to create and sustain a high-skill, high-wage economy. Relevant to our Workplace-Based Learning Initiative, the Board's mission includes:

- Promoting a system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocating for the nonbaccalaureate training and education needs of workers and employers.
- Facilitating innovations in workforce development policy and practices.
- Providing Washington adults (including those with barriers to education and employment) with access to lifelong education, training, and employment services.

Location of the Project within the Organization's Structure

Provide a diagram that shows the relationship between the project and units within the applicant organization. The diagram may be on a separate page and in a landscape format. Include a brief description of the project's relations to these organizational units.

Recommend a paragraph in length.

Our Workforce Board Organizational Chart is attached and can be found at http://www.wtb.wa.gov/Documents/AgencyTeamOrgChart_001.pdf

This Initiative falls within the adult, industry, and research teams of the agency, and will continue the prior workplace-based learning work these teams have done.

Relationship of Project to Other Organizational Activities

As applicable, explain how the project relates to similar, on-going activities of the organization. (If the organization is operating more activities than those funded through the grant, it may need to segregate out the data and expenditures for these activities later.)

If this project is a continuation or follow-on to a previous grant (not necessarily an earmarked grant), explain the relationship between the new and prior grant activities.

Note that grants through DOL are to be used for activities that are in addition to those that would otherwise be available in the absence of such funds. (See WIA Sec. 195.2.)

Recommend a half page in length, dependent upon complexity.

This Initiative will allow the Workforce Board and its partners to expand on its current efforts in fostering workplace-based learning experiences. The Workforce Board facilitates the development of the state strategic plan for workforce development, “High Skills, High Wages.” Our plan has three major goals serving youth, adults and industries. Several of the strategies in this plan that are underway relate directly to expanding workplace learning for low-skilled adults, and also to meeting the needs of our employers for skilled workers. Some examples of strategies that have already been implemented provide a valuable foundation upon which to build: e.g., Washington's Hospital Employee Education and Training (HEET) program (state-funded) is working with 15 hospital and medical centers to help low-skilled hospital workers, regardless of their position, get further education, gain new skills and become certified in nursing and other high-demand health care fields. Building off that effort, Washington is embarking on a three-year project to train 550 low-wage health care workers, helping move them into higher-paying, in-demand health care professions with established career pathways. The Health Career Pathways Project, funded by a U.S. Department of Labor ARRA grant administered by the Workforce Board, will also open 350 entry-level health care positions that become available when current workers move into vacant Certified Nursing Assistant and Medical Assistant positions. While these two initiatives are targeted specifically to health care and in alleviating the crushing demand for nurse professionals, they lay the groundwork for developing workplace-learning tactics. This Initiative will apply these lessons to other settings and will help build employer consensus on workplace adaptations that could be applied more broadly.

This Initiative also will likely draw from partnerships, experiences and knowledge forged through Washington's Skill Panel program, funded by state and WIA funds, that bring together business, labor and education around the task of meeting the skill needs of industry sectors.

b) Project Administration

Project Oversight and Start-up Responsibilities

Explain which organizational positions, whether grant-funded or not, have different types of oversight responsibility for the project. (For example, in some organizations the head of the organization, who signs the grant, is not involved in the project’s day-to-day activities; these activities are delegated to a project manager.)

If this is not an on-going project, explain who will be responsible for project development during the start-up phase. For what start-up activities (e.g. staff recruitment) will this person(s) be responsible? As applicable, by when will the project be transitioned to newly-hired, project personnel?

Recommend two to three paragraphs.

Over the past two years, we have met periodically with the Workplace-Based Learning stakeholders and have staffed the policy development process through three workgroups: Learning Laboratories; Long-Term Sustainability; and Outreach. This workgroup and all-inclusive stakeholder policy development process will continue as we set up and monitor progress within our pilot projects.

The oversight of grant implementation and reporting will be the responsibility of Policy Analyst, Martin McCallum, who has been the Workforce Board's point person on WIA, and on various grants including the current US DOL ARRA Energy Sector grant. We are currently hiring a new administrative assistant, and this position will support the Workplace-Based Learning Initiative (25 percent) and a number of other grants. Additionally, the Workforce Board Executive Director, Deputy Director, and four of our policy analysts, will continue to work with the stakeholder workgroup and its three subcommittees to provide a second tier of oversight, a technical assistance network, and to develop the policy framework and recommendations for potential expansion of practices tested through this grant. The Workforce Board Executive Director, Eleni Papadakis, and Deputy Director, Bryan Wilson, will oversee the Initiative from a

state policy perspective and ensure its development and cohesion with the original earmark proposal. Martin McCallum, our Policy Analyst, will serve as Project Manager, and he will oversee the start-up of the project and its contract administration. Mike Brennan, our Industry Specialist, will be responsible for employer outreach and recruitment, sharing lessons learned with the state's employers. Carolyn McKinnon, our Higher Education Policy Analyst, will facilitate the Initiative and link its lessons learned with the state higher education system. Finally, Joyce Brake, our Industry Policy Analyst, will facilitate the Initiative and carry out its lessons learned within the state's economic development initiatives.

Fiscal Responsibilities and Processes

Will the applicant organization also be the project fiscal agent? If not, what organization will be? What position(s) will be responsible for project financial records and reports? Recommend a paragraph in length.

The Workforce Board will serve as the fiscal agent for this grant, and has dedicated our Chief Operating Officer, Walt Wong, for this purpose. Mr. Wong will work closely with fiscal analyst Minh Mai and the program manager to ensure fiscal integrity and contract compliance in all aspects of the grants execution. The Workforce Board is well prepared to handle the fiscal responsibilities of this grant. The Workforce Board maintains the administrative, fiscal, and performance management systems necessary to directly track results and report on taxpayer return on investment for the state's 12 largest workforce programs, which account for over 90 percent of the federal and state dollars spent on our state's workforce development system. As a state agency, the Board complies with the Statewide Administrative and Accounting Manual, the state's accounting and financial reporting system, and the state's personnel, procurement, and acquisition requirements. The Board also routinely provides quarterly federal fiscal reports, reconciles revenues and expenditures, completes federal and state disclosure forms, complies with customary cash draw downs using EFT, and itself is regularly audited for performance accountability by the Washington State Auditor and by the federal Department of Labor. Additional details on total staffing and budget requests/commitments for the project are detailed in the budget section of the grant.

Reporting Responsibilities and Processes

Which position will be responsible for collecting and analyzing programmatic data, maintaining files, and preparing summary reports including reports to ETA? Recommend a paragraph in length

Grant Manager, Martin McCallum will be primarily responsible for the collection and reporting of programmatic data. Grant Evaluation Oversight Manager, David Pavelchek will be responsible for establishing the evaluation paradigm, including the menu of data elements to be collected. Participant files will be maintained at the project sites. Site progress reports and aggregate data reports will be kept by Mr. McCallum at the Workforce Board. Analysis of data for the purposes of site management will also be Mr. McCallum's responsibility. Analysis for the purpose of policy development will be a joint effort of the Workforce Board's policy analysts and the stakeholder workgroup.

B. Staffing Level Rationale

Discuss the basis for project staffing. If using staffing ratios (for example, 1 teacher to 15 participants), detail the ratios. Include an organization chart for the project itself if there are several project positions (this may be a separate page). Ensure adequate staff to complete the work. Recommend a half page excluding the chart. (Explain staff salaries in the Budget Rationale to follow.)

The Workforce Board project staffing is covered in part b) above. We do not yet know the staffing levels for the three learning laboratories. Those will be determined in the competitive RFP selection process using the criteria described in Appendix A, which will ensure appropriate staffing levels at each site.

Key Staff

Identify <u>key</u> staff by position and function. Describe the qualifications desired. Recommend a paragraph or two per position.

Eleni Papadakis was appointed by Washington's Governor Christine Gregoire in 2007 as the Executive Director of the Workforce Training and Education Coordinating Board, more commonly known as the Workforce Board. Business, labor and government stakeholders are equally represented on this tri-partite board, which oversees 18 different state and federal funding streams in the state's comprehensive workforce development system.

Eleni came to Washington with more than 25 years of experience in the workforce development arena--from service delivery through state and federal policy work. Eleni came to Washington from Commonwealth Corporation, a Massachusetts quasi-public corporation, where she established the Center for Workforce Innovation, a research and demonstration arm of the state's workforce development system, and a national consulting organization on economic and workforce development strategies. Leading up to that role, Eleni oversaw the development and implementation of numerous state-wide and regional initiatives, for special population groups and for targeted industry sectors, including biotechnology, fiber optics, manufacturing, healthcare, financial services, telecommunications and software. She also helped facilitate Massachusetts' transition to WIA and the development of a state plan to eradicate healthcare workforce shortages.

Eleni has also worked in business—including operating her own small business, a bistro-entertainment venue—and lead a multi-service community-based organization for nine years. Eleni holds a Masters in Counseling Psychology from Assumption College and Bachelors in Psychology from Clark University, both in Worcester, Massachusetts.

Bryan Wilson is the Deputy Director of the Washington State Workforce Board, and has served on staff for the Board since 1993, overseeing policy, legislative activities, research, and performance accountability. The Workforce Board serves as the State Workforce Investment Board under the Workforce Investment Act and the State Board for Career and Technical Education under the Carl Perkins Act. Prior to joining the Workforce Board, he served as the governor's policy advisor on workforce and vocational education issues and supported the governor in the creation of the technical colleges, the Worker Retraining Program, the Office of Adult Literacy, and the Workforce Board. Earlier he served as a policy analyst for the Washington State House of Representatives on workforce, economic development, and other issues. He holds a doctorate in political economy from Rutgers University.

Walter Wong is the Workforce Board's Chief Operating Officer and has responsibility for the agency's operating budget and infrastructure requirements, including financial management and administrative services, information technology, contracting, facilities, and procurement and acquisition duties. Walt has oversight responsibility for the administration of the Carl Perkins Career and Technical Education Act, administration of the Private Vocational Schools Act and Tuition Recovery Trust Fund, administration of the Veterans' Approval Process, the Washington Award for Vocational Excellence, and career guidance. As the Workforce Board's Chief Fiscal and Administrative Officer, Walt prepares and submits the agency's state biennial budget including its strategic plan. The agency's budget for 2011-2013 is approximately $66 million with resources from General Fund State and General Fund Federal, including annual grants from the U.S. Departments of Education and Veterans Affairs. The agency also receives Workforce Investment Act funding and serves as the state's Workforce Investment Board. Walt has served the Board since 1984. He is a graduate of Gonzaga University with a Baccalaureate Degree in Sociology and a Master's Degree in Education, Guidance and Counseling.

Dave Pavelchek has been designing and managing evaluation research on training program evaluations for workforce programs since 1995 as Research Manager for the Workforce Board (1995-1999 and 2009-2010) and as director of the Olympia office of Washington State University's Social & Economic Sciences Research Center (1999-2009).

As Research Manager for the Workforce Board, he directs periodic participant outcome evaluations of over a dozen workforce programs, employer and participant surveys, and labor market analyses focused on training needs and gaps, as well as designing and conducting evaluations and assessments of demonstration and pilot projects. Previously, he managed data analysis and research projects for the Department of Social and Health Services Office of Research and Data Analysis for four years. Earlier positions at DSHS involved welfare reform research, and agency budget management.

Dave holds both MPA and MA degrees from the Woodrow Wilson School of Public and International Affairs at Princeton University.

Martin McCallum is a policy analyst for the Washington State Workforce Board and has served on staff for the Board since 1992 developing Employment and Training public policy and managing a variety of WIA discretionary grants. Prior to joining the Workforce Board, he managed statewide Job Training and Partnership Act 8 percent and JTPA Older Worker Program grants. Earlier he served as a state-level coordinator for Comprehensive Employment and Training Act Youth Programs. In all, Martin has over 35 years of experience managing federal employment and training grants.

Minh Mai is the Workforce Board's Financial Analyst 3 and handles the agency's accounting requirements in collaboration with the State's Office of Financial Management. Employed with Washington state since 1987, Minh has served the Workforce Board in accounting and fiscal management activities since 1991. He has extensive experience in accounting practices and principles, including working knowledge of the State Administrative and Accounting Manual (SAAM) and the state's Agency Financial Reporting System (AFRS). Minh has worked with federal programs and received training from the U.S. Department of Labor Employment and Training Administration. He conducts fiscal reviews of the agency's subcontractors and has responsibility for invoice processing and payment requests. He attained his formal education in Viet Nam, and has supplemented his education with extensive college courses and OFM-provided training opportunities in the field of accounting.

7. Sustainment Plan

See Proposal Guide, Section I-7, for detailed instructions and examples. If the project is to continue after the grant period, how will the project be sustained? How will a sustainment strategy be developed? Outline the roles of project partners in helping to sustain the project. If the project is not to be continued, state that it will not be continued and include any phase down activities as part of the Work Schedule. Recommend two or more paragraphs in length.

The Initiative will create a state framework to expand delivery of education and training opportunities to low-wage adult workers using the workplace as the nexus for access and support. The lessons from the Initiative's laboratories will be evaluated, documented and used to inform better deployment of the state's higher education resources. We will base future workplace-based learning sites on those best practices to ensure their long-term sustainability.

The overarching goal of this Initiative is to establish a framework for restructuring higher education for better access and success outcomes for low-wage adult workers—moving Washington towards an infrastructure that supports life-long learning and long-term economic mobility and success. As stated above, we began our Initiative policy development process in 2008, and we have dedicated one of our three policy development workgroups to the Initiative's long-term sustainability. The Sustainability Workgroup has partnered with state legislators and stakeholders from business, workforce development, labor, and educational institutions to pinpoint strategies for longevity.

Most recently, the Workgroup developed a logic model for long-term sustainability that lays out stakeholder involvement, co-investment strategies, and participation incentives for the Initiative. This logic model will be used to incent all stakeholders to be active participants and supporters of the Initiative.

II. BUDGET

See Proposal Guide, Section II, for detailed instructions and examples. The budget is one of the most important pieces of the grant proposal. A complete and well-developed budget eventually becomes an effective management tool; a budget that doesn't truly represent a project's needs and situation will make it difficult for managers to assess financial performance over the life of the project and may result in a grantee experiencing cost overruns. The budget also provides ETA with information that is useful in assessing whether the activities and services described in the Statement of Work are consistent with the estimated costs in the budget.

A. Budget Information Form

This section should include the completed Budget Information Form, SF 424A. Please see Appendix G MS Excel file (Appendix G - SF-424A and Worksheets.xls) for the Budget Information Form and Budget Category Worksheets that are included in this section of the proposal.

Only Section A and B (Page 1) of the budget information form (SF-424A) will be completed, however, both pages must be included in the application. **Grantees cannot make any entries on the budget information form.** The required boxes are either already filled out or will automatically populate when the Budget Category Worksheets, addressed below, are completed. Earmark grantees are not required to complete Sections C through F.

In Section A- Budget Summary, the following information has been pre-printed in the first row: column (a) – Congressional Earmark 2008; column (b) – 17.261. Section B, Budget Categories, will be automatically populated as the budget category Excel worksheets, addressed below, are completed. A. 2. Budget Category Excel Worksheet

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BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. **Congressional Earmark 2010**	17.261	$ -	$ -	$ 850,000.00	$	$ 850,000.00
2.		-	-	-	-	-
3.		-	-	-	-	-
4.		-	-	-	-	-
5. Totals		$ -	$ -	$ 850,000.00	$ -	$ 850,000.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				
	(1)	(2)	(3)	(4)	(5)
a. Personnel	$ 142,400.40	$ -	$ -	$ -	$ 142,400.40
b. Fringe Benefits	39,800.91	-	-	-	39,800.91
c. Travel	2,640.00	-	-	-	2,640.00
d. Equipment	-	-	-	-	-
e. Supplies	3,160.08	-	-	-	3,160.08
f. Contractual	661,998.61	-	-	-	661,998.61
g. Construction	-	-	-	-	-
h. Other	-	-	-	-	-
i. Total Direct Charges (sum of 6a - 6h)	$ 850,000.00	$ -	$ -	$ -	$ 850,000.00
j. Indirect Charges	-	-	-	-	-
k TOTALS (sum of 6i and 6 j)	$ 850,000.00	$ -	$ -	$ -	$ 850,000.00
7. Program Income	$ -	$ -	$ -	$ -	$ -

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Workforce Board

SECTION C - NON-FEDERAL RESOURCES				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTAL (sum of lines 8 - 11)	$	$	$	$

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$	$	$	$	$
14. NonFederal					
15. TOTAL (sum of lines 13 and 14)	$	$	$	$	$

SECTION E - BUDGET ESTIMATES FOR FEDERAL FUNDS FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. Congressional Earmark 2010	$	$	$	$
17.				
18.				
19.				
20. TOTAL (sum of lines 16 - 19)	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges	22. Indirect Charges
23. Remarks	

NAMES OF KEY LEADERS LISTED AS COMMITTED PARTNERS IN WASHINGTON'S FY2010 APPROPRIATIONS GENERAL REQUEST

Ann Daley, Executive Director Higher Education Coordinating Board 917 Lakeridge Way Olympia, WA 98504 (360) 753-7800	**Lisa Nisenfeld, President** Washington Workforce Association SW Washington WDC 805 Broadway St, Ste. 412 Vancouver, WA 98660 (360) 567-1073
Rick Bender, President Washington State Labor Council 314 First Avenue West Seattle, WA 98119 (206) 281-8901	**Lew McMurran, Vice President** Government and External Relations Washington Technology Industry Association 2200 Alaskan Way, Suite 390 Seattle, WA 98121 (206) 448-3033
Charles Earl, Executive Director State Board for Community and Technical Colleges 1300 Quince Street SE Olympia, WA 98504-2495 (360) 704-4400	**Eleni Papadakis, Executive Director** Workforce Training and Education Coordinating Board 128 10th Ave SW Olympia, WA 98504 (360) 753-5660
Jaime Garcia, Executive Director Health Work Force Institute Washington State Hospital Association 300 Elliott Avenue West Suite 300 Seattle, WA 98119 (206) 577-1828	**Diane Sosne, President** SEIU Healthcare 1199 Northwest 15 S. Grady Way, Ste 200 Renton, WA 98055 (425) 917-1199
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Mike Hudson, Executive Director Association of Washington Business Institute 1414 Cherry St. SE Olympia, WA 98507 (360) 943-1600	**Representative Deb Wallace** 17th Legislative District 429 Legislative Building PO Box 40600 Olympia, WA 98504-0600 (360) 786-7976
Gena Wikstrom, Executive Director Northwest Career Colleges Federation 16700 NE 79th St., Ste. 201 Redmond, WA 98052 (425) 376-0369	

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Official State Government Web Site

RCW TITLES >> TITLE 28C >> CHAPTER 28C.18 >> SECTION 28C.18.020

28C.18.010 << 28C.18.020 >> 28C.18.030

RCW 28C.18.020
Work force training and education coordinating board.

(1) There is hereby created the work force training and education coordinating board as a st as the successor agency to the state board for vocational education. Once the coordinating convened, all references to the state board for vocational education in the Revised Code of ' be construed to mean the work force training and education coordinating board, except that state board for vocational education in RCW 49.04.030 shall mean the state board for comr technical colleges.

(2)(a) The board shall consist of nine voting members appointed by the governor with the senate, as follows: Three representatives of business, three representatives of labor, and, s officio members, the superintendent of public instruction, the executive director of the state t community and technical colleges, and the commissioner of the employment security depart of the board shall be a nonvoting member selected by the governor with the consent of the s serve at the pleasure of the governor. In selecting the chair, the governor shall seek a perso understands the future economic needs of the state and nation and the role that the state's t has in meeting those needs. Each voting member of the board may appoint a designee to fu her place with the right to vote. In making appointments to the board, the governor shall see geographic, ethnic, and gender diversity and balance. The governor shall also seek to ensur balance by the appointment of persons with disabilities.

(b) The business representatives shall be selected from among nominations provided by business organization representing a cross-section of industries. However, the governor ma organization shall provide, an additional list or lists from which the governor shall select the l representatives. The nominations and selections shall reflect the cultural diversity of the stat women, people with disabilities, and racial and ethnic minorities, and diversity in sizes of bus

(c) The labor representatives shall be selected from among nominations provided by stat organizations. However, the governor may request, and the organizations shall provide, an a lists from which the governor shall select the labor representatives. The nominations and sel reflect the cultural diversity of the state, including women, people with disabilities, and racial minorities.

(d) Each business member may cast a proxy vote or votes for any business member whc and who authorizes in writing the present member to cast such vote.

(e) Each labor member may cast a proxy vote for any labor member who is not present a authorizes in writing the present member to cast such vote.

(f) The chair shall appoint to the board one nonvoting member to represent racial and eth women, and people with disabilities. The nonvoting member appointed by the chair shall ser four years with the term expiring on June 30th of the fourth year of the term.

(g) The business members of the board shall serve for terms of four years, the terms exp of the fourth year of the term except that in the case of initial members, one shall be appoint term and one appointed to a three-year term.

(h) The labor members of the board shall serve for terms of four years, the terms expiring the fourth year of the term except that in the case of initial members, one shall be appointed term and one appointed to a three-year term.

(i) Any vacancies among board members representing business or labor shall be filled by

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0038

In reply refer to: 0438447796
Dec. 04, 2008 LTR 4076C E0
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WORKFORCE TRAINING & EDUCATION
COORDINATING BOARD
PO BOX 43113
OLYMPIA WA 98504-3113132

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OFM ACCOUNTING DIV

021900

Federal Identification Number: 91-6001107
Person to Contact: G. VAUGHN
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This responds to your request for information about your federal tax status. Our records do not specify your federal tax status. However, the following general information about the tax treatment of state and local governments and affiliated organizations may be of interest to you.

GOVERNMENTAL UNITS
Governmental units, such as States and their political subdivisions, are not generally subject to federal income tax. Political subdivisions of a State are entities with one or more of the sovereign powers of the State such as the power to tax. Typically they include counties or municipalities and their agencies or departments. Charitable contributions to governmental units are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.

ENTITIES MEETING THE REQUIREMENTS OF SECTION 115(1)
An entity that is not a governmental unit but that performs an essential government function may not be subject to federal income tax, pursuant to Code section 115(1). The income of such entities is excluded from the definition of gross income as long as the income (1) is derived from a public utility or the exercise of an essential government function, and (2) accrues to a State, a political subdivision of a State, or the District of Columbia. Contributions made to entities whose income is excluded income under section 115 may not be tax deductible to contributors.

TAX-EXEMPT CHARITABLE ORGANIZATIONS
An organization affiliated with a State, county, or municipal government may qualify for exemption from federal income tax under section 501(c)(3) of the Code, if (1) it is not an integral part of the government, and (2) it does not have governmental powers inconsistent with exemption (such as the power to tax or to exercise enforcement or regulatory powers). Note that entities may meet the requirements of both sections 501(c)(3) and 115 under certain circumstances. See Revenue Procedure 2003-12, 2003-1 C.B. 316.

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Most entities must file a Form 1023, Application for Recognition of Exemption Under Section 501(c))(3) of the Internal Revenue Code, to request a determination that the organization is exempt from federal income tax under 501(c)(3) of the Code and that charitable contributions are tax deductible to contributors under section 170(c)(2). In addition, private foundations and other persons sometimes want assurance that their grants or contributions are made to a governmental unit or a public charity. Generally, grantors and contributors may rely on the status of governmental units based on State or local law. Form 1023 and Publication 4220, Applying for 501(c)(3) Tax-Exempt Status, are available online at www.irs.gov/eo.

We hope this general information will be of assistance to you. This letter, however, does not determine that you have any particular tax status. If you are unsure of your status as a governmental unit or state institution whose income is excluded under section 115(1) you may seek a private letter ruling by following the procedures specified in Revenue Procedure 2007-1, 2007-1 I.R.B. 1 (updated annually).

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Rita Sandoval

Rita Sandoval
Accounts Management II

APPENDIX A
Proposed Criteria for Workplace-Based Learning Laboratories (DRAFT)

Criteria: Workers and Industries	Meets Criteria	Exceeds Criteria	Does Not Meet Criteria
1. The proposal is targeted at low-wage working adults.	The proposal outlines how it will serve the target learners: low-wage working adults. The proposal describes the population that is being targeted and describes how the training will help to make this population more upwardly mobile. The RFP defines low wage as having a participant annual income of less than $36,000 and $18.00 per hour. This figure is based on 75 percent of the average Washington wage, which is $47,500.	N/A	
2. The proposal targets a particular industry or industry cluster and the skills needed.	The proposal describes the industry or industry cluster and the specific sets of skills and the industry recognized credentials (certificates, degrees) that are needed to support growth.	N/A	
3. The education and training leads to an industry-recognized certificate or a degree on a well-defined career pathway.	The proposal outlines how the education and training provided will ensure that participants make measurable progress on a well-defined career pathway toward at least the tipping point of one-year of postsecondary education and a credential. The tipping point, however, does not have to be achieved during the life of this grant.		
4. The proposal provides education and training that leads to employment in a high demand occupation.	The proposal provides education and training for a high demand occupation defined as "an occupation with a substantial number of current or projected employment opportunities." Where state data is not available evidence from local labor markets and local employers may be used. Note: For proposals targeted at students who need basic skills or preparedness for college learning the proposal outlines how participants will make measurable progress towards gaining qualification to work in a high demand occupation.		
5. Worker representation	If the workers are represented by a union, the union must be engaged in the project.		

Criteria: Educational Delivery	Meets Criteria	Exceeds Criteria	Does Not Meet Criteria
6. The proposal focuses on learning in the workplace.	The majority of instruction is delivered at the workplace.		
7. A critical core component of educational delivery is e-learning.	The proposal provides evidence that e-learning is a substantial part of the educational delivery of course content. The proposal outlines how the e-learning components provide greater access to postsecondary education for working adults as well as greater potential for successful completion of the program. The proposal also outlines how the participants will obtain an orientation to the technology and e-learning methods employed in this program, and outline an ongoing system of technology support for participants.	E-learning combined with workplace-based learning makes up most of the education and training to take place in this proposal	
8. "Faculty Extenders" are a key component of the delivery system.	The proposal includes "faculty extenders" who are supervisors or other skilled employees at the worksite who serve as coaches, mentors, or instructors to support participant learning. Faculty extenders receive specific training in how to support traditional faculty and extend learning of participants.		
9. The proposal has other key modes of design and delivery that serve working adults.	The proposal outlines design components that will provide greater access and success for low-wage working adults that could include: - Initial assessment of participant to ascertain practical and personal needs that could pose academic or practical barriers to successful completion - Case managers to provide connections and links to social and other support services - Coaching to succeed in the program and employment - Orientation to navigating postsecondary learning environments and strategies for success - Learning provides stackable credentials - Credit for prior learning is provided	Proposal outlines innovative strategies that target the needs of low-wage working adults to ensure success in postsecondary education and employment. e.g. Credit for prior learning is enhanced significantly for this program or e.g. New stackable credentials are created for this program	

Criteria: Employer Commitment and Benefits	Meets Criteria	Exceeds Criteria	Does Not Meet
10. The proposal provides education and training that leads to better wages and/or benefits for the employee.	The proposal provides clear evidence of how participation in this program will improve the employment and earnings outcomes for participants. These could include additional bonuses, benefits, and development of criteria for promotion.	The proposal outlines specific wage increases and career pathway of promotions.	
11. The proposal identifies time and commitment involved to participate in "learning communities."	The proposal outlines the time commitment for key representatives to participate in a "learning communities" initiative that will bring together the different projects to discover lessons learned and to improve outcomes through the course of the project. The proposal also outlines commitment to "learning communities" within the project bringing together faculty, staff, students and administrators to help guide implementation and improve the program.		
12. The proposal shows evidence of employer's active support	Evidence of active support could include: - Paid release time for employees and supervisors who participate in the program - Employer provides space and equipment for participants to study - Provides employee mentors - Provides subject matter expertise in development of the curricula and course content - Employer develops criteria for promotion upon completion of the program - Employer performance management system integrates workplace learning - Support for transportation - Support for childcare	Employer offers a significant percentage of employee participants a promotion upon successful completion of the education and training	
13. The proposal provides measurable benefits to participating employers	The measurable benefits might include: - Reduced turnover - Increased productivity - Improved recruitment - Ability to expand - Increased skills of supervisors		

Criteria: Sustainability	Meets Criteria	Exceeds Criteria	Does Not Meet
14. The proposal either creates a new education and training program available to employees or significantly changes and enhances a current program available to employees	The proposal outlines how this is a new program for employees at the workplace or how it significantly changes a current program and provides substantial additional components.		The proposal seems to replace an existing employer supported education and training program.
15. The proposal addresses the needs for a diverse workforce	The proposal provides evidence of how it actively recruits diverse employees and outlines educational and support delivery methods that lead to the success of diverse program participants. The proposal includes components such as: Equal opportunity to selection of trainees	The proposal outlines targets for percent of diverse employees expected to participate.	
16. The proposal addresses how the project will support sustainability past the life of the grant.	The proposal indicates how shared investments of employers and educational institutions can reduce the cost structure of training to make training more sustainable over the long run.		