



**Request for Proposals:
Workforce Partnerships**

June 3, 2008

SkillWorks: Partners for a Productive Workforce
c/o The Boston Foundation
Attention: Corey Davis, Grants Manager
75 Arlington Street, 10th floor
Boston, MA 02116
www.skill-works.org

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PROPOSAL TIMELINE

DATE	EVENT	COMMENTS
Tuesday, June 3, 2008	RFP Released	Available to bidders on The SkillWorks Web site www.skill-works.org
Monday, June 9 2:00-4:00 pm	Bidders' Conference The Boston Foundation 75 Arlington Street, 10 th floor Boston, MA 02116	Highly recommended for information purposes
Thursday, July 3 3:00 p.m.	Pre-application due to: Loh-Sze Leung SkillWorks Director Loh-sze.leung@tbf.org	Mandatory electronic submission Late proposals will not be accepted.
Week of July 21	Notification to applicants selected for full proposal submission	Notification will be by email. Full proposal by invitation only
July 31 8 am to 4 pm	Higher Education Workshop for applicants	Strongly recommended technical assistance opportunity
Friday, October 3	PROPOSALS DUE BY 5:00 PM TO: THE BOSTON FOUNDATION Attn: Corey Davis, Grants Manager 75 Arlington Street, 10 th floor Boston, MA 02116 <i>(Please Note: incomplete or late proposals will not be accepted.)</i>	Electronic proposals preferred. Please submit one signed original. Unsolicited proposals will not reviewed.
Weeks of November 1, November 7, and November 14	Finalist interviews	Bidders should be sure that members of their staff are available for site visits during this week.
December 8, 2008	Notification to awardees will be made by e-mail.	MOU will be negotiated with each grantee
January 1, 2009	Grant period begins	Grant Year is January to December
October 1, 2009	Year 2 renewal applications due	SkillWorks will provide renewal application guidelines.

*Please **email** all questions and requests for clarification regarding the RFP to Loh-Sze Leung, SkillWorks Director, at lohsze.leung@tbf.org.

Frequently Asked Questions and responses will be posted on the SkillWorks Web site www.skill-works.org periodically throughout the proposal development process.

It is the bidders' responsibility to check the Web site for updates and postings.

Section I.

Initiative Background

SkillWorks is a nationally recognized initiative, led by local and national foundations, the City of Boston, and the Commonwealth of Massachusetts, to address the skills gap that leaves too many job seekers and workers in poverty while employers are unable to meet their needs for a skilled workforce. Launched in 2003, SkillWorks seeks to enhance economic competitiveness and reduce poverty by strengthening the ability of the workforce development system to meet the needs of employers and low-skilled adults.

SkillWorks is now announcing Phase Two. Over the next five years, SkillWorks will invest in dual customer Workforce Partnerships that align resources to: meet the career advancement needs of low-skilled adults; and help employers meet their needs for workers with mid-level skills.

In the five years since its launch, SkillWorks has learned a great deal about the strategies and interventions needed from the workforce development system to address the needs of its two customers. Some of these lessons are:

- Mid-skilled jobs that pay family sustaining wages require a postsecondary credential.
- Low-skilled adults require several years of coordinated support to prepare for these jobs.
- Employers must be involved in providing that support in order for low-skilled adults to sustain their long-term preparation for high-demand jobs.

SkillWorks seeks sustainable improvements in the practices of workforce development providers, employers, and educators by investing in three interdependent strategies: Workforce Partnerships, capacity building, and policy advocacy:

- *Workforce Partnerships:* SkillWorks makes investments of up to \$1,500,000 over up to five years in entrepreneurial industry sector and/or occupational partnerships that aggregate employer needs, organize resources, align funding, and provide or broker career advancement services for low-skilled adults and out-of-school youth. Funding supports approaches that build long-lasting relationships among employers, workers, education, training, and support service providers to help low-income individuals progress toward economic self-sufficiency.
- *Capacity Building:* SkillWorks provides technical assistance to all grantees. SkillWorks also seeks to build the capacity of the workforce development field through the sharing of promising practices, resources, and materials developed through the initiative. All grantees are expected to fully participate in SkillWorks capacity building activities.
- *Public Policy Advocacy:* SkillWorks invests in public policy advocacy to sustain improvements in the workforce development system's ability to help low-skilled adults achieve family supporting incomes and to help employers improve their hiring, training, retaining, and advancing of low-skilled workers. All grantees are expected to fully participate in policy advocacy activities.

This document is a Request for Proposals for Workforce Partnerships.

SkillWorks Financing

A collaborative of Boston and national foundations, together with the City of Boston and the Commonwealth of Massachusetts, forms the SkillWorks Funders Group. The members of the Funders Group currently include: the Boston Foundation, the City of Boston's Neighborhood Jobs Trust, the Commonwealth of Massachusetts, the Clowes Fund, Inc., the Jessie B. Cox Charitable Trust, the Paul and Phyllis Fireman Charitable Foundation, the Hyams Foundation, the Robert Wood Johnson Foundation, the John Merck Fund, Microsoft Corporation, the National Fund for Workforce Solutions, the State Street Foundation, and the United Way of Massachusetts Bay and Merrimack Valley.

SkillWorks Evaluation

SkillWorks will evaluate Phase Two as it integrates lessons learned from Phase One. A comprehensive evaluation of the process and outcomes will identify successful strategies as well as areas for improvement during program implementation. The evaluation will document successful practices, barriers that impede systems reforms, and the overall impact of this significant investment in building economic opportunity for metropolitan Boston. As a partner in the National Fund for Workforce Solutions, SkillWorks will also participate in the multi-year evaluation of that national initiative to strengthen and expand workforce partnerships. Grantees will be expected to collect and track individual participant data and outcomes as part of the local and national evaluations over a multiyear period and to cooperate with the evaluators in documenting all aspects of their workforce partnerships and programs.

Section II.

Workforce Partnerships

SkillWorks will invest in dual customer, sectoral Workforce Partnerships. Workforce Partnerships are brokers of workforce development services, providing access to training and other services to employers and low-skilled adults. SkillWorks understands that many of the services made available through Workforce Partnerships will be provided by organizations other than the Workforce Partnership itself. In these cases, Workforce Partnerships act as expert referral services that take advantage of the programs and services available from other organizations to meet the needs of their customers. Workforce Partnerships must be staffed to manage these relationships with employers and other parts of the workforce development system and gather and report outcome data from multiple sources.

Management and Structure: Workforce Partnerships may be led by any organization with the knowledge and management capacity to carry out these functions, including but not limited to employers, organized labor, community colleges, industry associations, workforce investment boards, community-based organizations, and faith-based organizations. At a minimum, the Workforce Partnership must include at least one employer and one organization with experience in providing workforce development services for low-skilled adults and the expertise and capacity to help employers address the hiring, training, retention, and advancement challenges of their low-skilled workforce. Workforce Partnerships are encouraged to engage postsecondary institutions in significant roles.

Expected Competencies: Workforce Partnerships must have a deep understanding of the industry in which they are working, as well as familiarity with the practices and standards of the specific employers with which they are working. Workforce Partnerships also must have a deep understanding of the issues that present challenges to career advancement for low-skilled adults, as well as familiarity with the resources and best practices of the workforce development system to address those challenges.

Expected Financing: Workforce Partnerships are required to demonstrate at least a 50 percent match to the requested SkillWorks grant, including cash and in-kind contributions. Workforce Partnerships are expected to develop multiple and diverse funding sources to reduce their dependence on a single revenue stream and increase their potential for long-term sustainability. In addition to sources available through this initiative, Workforce Partnerships should demonstrate employer support through financial and non-financial contributions, and they should identify how they will leverage other funding sources (including financial aid and training funded by other public sources such as adult literacy or WIA) to deliver services to low-skilled adults and employers.

For more information on SkillWorks and Workforce Partnerships, consult the following Web sites: www.skill-works.org; www.nfwsolutions.org; www.workforceusa.net.

Workforce Partnership Outcomes

Through its investment in Workforce Partnerships, SkillWorks seeks three kinds of outcomes:

- Advancement toward family-sustaining wages in mid-skill level jobs for low-skilled adults;
- Improvements in employers' success in hiring, training, retaining, and advancing low-skilled adults to mid-skill jobs that pay family-sustaining wages; and
- Improvements to the organization and practice of the workforce development system that sustain successes in meeting the needs of employers and low-skilled adults.

Advancement toward family-sustaining incomes for low-skilled adults

With a focus on low-skilled adults in the Boston labor market, SkillWorks targets adults and out-of-school youth who may reasonably be expected to have difficulty accessing and succeeding in the kind of occupational training that leads to family-sustaining wages and career advancement.

Family-sustaining incomes, which vary by family size, enable workers to meet their families' basic needs for housing, food, transportation, child care, health care, miscellaneous expenses, and taxes. More information on this topic can be found in Attachment E and from Wider Opportunities for Women at the Web site: www.sixstrategies.org. Local data may be found at www.liveworkthrive.org.

Mid-skill level jobs generally require more than a high school diploma but less than a Bachelor's degree; they also may require on-the-job training or vocational training in addition to formal postsecondary education. More information on this topic can be found in Attachment F and at the Skills2Compete Web site: www.skills2compete.org. Local labor market information may be found at the Commonwealth Corporation Web site, www.commcorp.org.

SkillWorks is seeking Workforce Partnerships that will, over the period of up to five years, work within an industry sector to create innovative solutions to facilitate career advancement for low-skilled adults. Workforce Partnerships must be able to help participants in the following ways:

- Make education and training programs and services accessible to low-income individuals and low-skilled working adults;
- Provide education and training that is contextualized to the industry and cognizant of employer needs and skill standards, including digital literacy;
- Facilitate their attainment of GED or high school diplomas, postsecondary, and/or industry-recognized credentials;
- Clearly link increases in skills, competencies, and credentials to increases in income; and
- Provide a holistic approach to career advancement that integrates wraparound supports, such as career coaching, case management services, access to support services, financial literacy and asset development services, digital literacy, and job search and placement assistance.

Workforce Partnerships are encouraged to introduce models that accelerate adult learning and the attainment of postsecondary credentials, such as:

- Competency-based curricula tied to employer needs and industry skill standards in a given industry sector;
- Delivery of those curricula through modular, sequential courses offering manageable “stepping stone” increments of skill-building;
- Flexible course formats offering training at times and places and by means convenient for both unemployed and working learners and for employers;
- Enriched Adult Basic Education curricula that prepare students to pass the college placement test;
- Academic credit for work-based learning and credit for life experience;
- Easy course credit portability across programs and institutions, for seamless progression along a career path curriculum supported by multiple training providers; and
- Road maps showing the connections among education and training programs, jobs at different skill levels in a given sector, and routes of career progression through skill-building.

Workforce Partnerships are not expected to develop the entire range of career advancement services for low-skilled adults within an industry sector. Workforce Partnerships must describe how their service strategy facilitates the advancement of a specific target group along a segment of a career pathway, and how their services will connect participants to the next career advancement step.

In Phase Two, SkillWorks is particularly interested in Workforce Partnerships that develop a model for multiyear involvement providing consecutive services for some or all of the low-skilled adults they serve. The goal is to test the premise that long-term engagement that coordinates multiple programs and services will improve the success of this target group in gaining postsecondary credentials and progressing toward family sustaining wages.

Improving employer success in hiring, training, retaining, and advancing low-skilled workers

Workforce Partnerships must be built on the workforce needs of specific employers—in an industry sector and/or around common occupational clusters (e.g., administration, information technology). Workforce Partnerships should be able to help employers in some or all of the following ways:

- Map internal and external career advancement pathways from low-skilled to mid-skilled jobs;
- Identify and analyze specific employer challenges in preparing their low-skilled workers to fill the mid-skill level jobs for which they are experiencing labor shortages;

- Translate employer competency requirements into curricula and program designs that develop appropriate skills among low-skilled workers and job seekers;
- Facilitate employer involvement in program and curriculum development, the assessment and selection of trainees, and program oversight and re-planning;
- Help employers identify and adopt practices that encourage retention and improved performance of their low-skilled workers;
- Provide appropriate, culturally competent training for employers' entry-level workers, supervisors, and managers; and
- Facilitate access to social services, support systems, and expertise in human resources practices that contribute to the successful hiring, retention, and advancement of low-income workers.

Employer engagement in Workforce Partnerships can and should provide economic benefit to the company as well as to the low-income job and skill seeker. In return, employers that participate in Workforce Partnerships are expected to make commitments to:

- Provide career advancement opportunities for low-skilled workers who participate in skill- and wage-advancement plans for mid-skill-level jobs;
- Adopt human resource practices that support the retention and advancement of their entry-level workers;
- Provide increased pay for increased skill, and offer health care and other benefits;
- Provide release time for their employees to attend training; and
- Provide adequate program management time to support the development of the partnership.

Improvements to the workforce development system within an industry sector

SkillWorks investment in Workforce Partnerships is intended to foster a dual-customer, career advancement approach to workforce development that makes the system more efficient, effective, and user-friendly for its customers.

Based on their deep knowledge of employers in an industry sector, target populations, and the workforce system itself, Workforce Partnerships can identify institutional practices, regulatory constraints, and other conditions that create barriers to hiring, training, retaining, and advancing low-skilled adults in an industry or occupation. To address specific barriers, Workforce Partnerships should develop services that demonstrate practical, replicable solutions to problems of access or quality of education or training services.

Workforce Partnerships endeavor to change the policies and practices of employers, industry, education institutions and training providers. Some Workforce Partnerships may also effect change in public policies regarding workforce development and related fields (see chart on p. 8 for the kinds of change SkillWorks partnerships might cultivate).

The Kinds of Change that SkillWorks' Workforce Partnerships Cultivate

Systems	Objectives	Sample Strategies
Industry Practices	<i>Hiring Practices</i>	<p>Create pre-employment internships</p> <p>Develop preferred provider relationships between an employer and a community-based service provider</p> <p>Negotiate competency-based rather than credential-based hiring</p>
	<i>Working Conditions</i>	<p>Teach supervisors to mentor low-skilled workers</p> <p>Modify management performance reviews to include goals for advancing entry-level workers</p> <p>Negotiate for release time to participate in training</p> <p>Develop job descriptions that identify competencies needed to perform them adequately</p>
	<i>Advancement Opportunities</i>	<p>Map internal career pathways to identify very large advancement steps, and negotiate interim steps with accessible criteria</p> <p>Change employer criteria for tuition reimbursement to cover pre-college courses or to make up-front payments rather than reimbursements</p>
Training and Education Infrastructure	<i>Improve access to for-credit education</i>	<p>Offer community college courses at accessible times and locations</p> <p>Align ABE/GED outcomes with college placement exam criteria</p> <p>Build bridge programs to improve readiness for academic programs</p>
	<i>Create alternative pathways to credentials</i>	<p>Negotiate academic credit for work based learning</p> <p>Develop pre-apprenticeship readiness programs with unions</p> <p>Develop prep courses for incumbent workers for industry-recognized credentials</p>
	<i>Strengthen pipelines among service providers</i>	<p>Organize single-point-of-contact agreements between service providers and employers</p> <p>Build cohort of providers that share information on employer competency expectations and career advancement criteria</p>

Evaluation

All grantees will be expected to participate in an external evaluation that measures the benefits of their program activities for individuals, employers, and systems impact. The success of the evaluation will depend upon grantees providing accurate and complete data to evaluators in a timely manner. Workforce Partnerships should be prepared to collect data such as social security numbers, wages and demographic information for both unemployed and incumbent worker participants, as well as services provided and outcomes. SkillWorks is interested in tracking the career advancement of participants over the long term; therefore, workforce partnerships are expected to collect and report data on participants' outcomes over

a period of two to five years. Bidders should assure that participants and employer partners are aware of these data collection needs and agree to provide evaluation data. See Attachments C and D for examples of the types of data bidders might be expected to collect.

Workforce Partnerships and participating employers will be expected to share data regarding participants with SkillWorks for evaluation purposes. SkillWorks will provide further direction about the evaluation requirement to grantees as part of the grant agreement and initiative orientation.

Section III: Pre-application Guidelines

This Request for Proposals offers organizations the opportunity to apply for support to manage a Workforce Partnership.

General Guidelines

- The pre-application is open to any party interested in developing a workforce partnership proposal. SkillWorks will review all pre-applications and invite promising applicants to submit a full proposal. **Full Proposals will only be accepted from invited applicants.**
- The pre-application should contain the responses to the questions listed below in a narrative that describes the applicant's plan and capabilities to carry out a Workforce Partnership initiative.
- The pre-application narrative must be no more than 4,000 words. Letters of support are not requested and will be counted against the limit. Memoranda of Understanding and Letters of Commitment are not required at this stage of the proposal process. They will be requested at the full-proposal stage.
- To be considered for funding, all proposals must provide evidence of full participation by at least one employer partner and one service provider and strong links to at least one post-secondary institution.
- In cases where employees are covered by collective bargaining agreements, union representatives must be involved in the Workforce Partnership.

Program Narrative

Please complete and include the Proposal Summary Information Form provided in Attachment A, which asks for the roles for all committed and prospective project partners. We understand that this may evolve during the planning and application phase. Indicate which partners are firmly committed to the project.

In a brief narrative, please address the following items:

1. Please describe the **target industry(ies) or occupational cluster(s)** that the partnership has chosen to work within, and describe why SkillWorks should invest in a Workforce Partnership in this industry or occupational cluster. Please include in your response:
 - The economic significance of the cluster(s) or sector(s) to the regional economy;
 - The workforce problems that employers are encountering in recruiting or retaining skilled workers in the sector(s) or cluster(s);
 - A brief summary of the advancement opportunities within the industry(ies) or occupation(s) and the accessibility of jobs paying family sustaining wages; and
 - How employers will work with the Workforce Partnership to address these problems.

2. Please describe the **target population(s)** the partnership will serve. Please include in your response:
 - Whether the partnership targets pre-employment participants, incumbent workers or both;
 - Why the population(s) are appropriate for the industry or occupation that has been chosen; and
 - The challenges the target population(s) encounter in accessing jobs that pay family sustaining wages in this sector.
3. Please provide an overview of your **anticipated service strategy**, including:
 - Where you see the gaps or disconnects in the workforce development system that limit career advancement options for low-skilled adults in this sector or cluster;
 - How the partnership will align resources to address these gaps and/or disconnects to address worker and employer challenges;
 - What types of services the partnership anticipates providing for employers and workers through this project.
4. Discuss the **partnership's experience and capacity** to manage this project, including:
 - How and when the partnership came together;
 - What experience the various members have working together in the selected industry sector or occupational cluster;
 - Any experience of the lead agency in managing a workforce partnership or similar initiative.
5. Budget Narrative

If the partnership is selected to submit a full proposal, we will request a full budget and narrative that includes the following categories: partnership management, marketing and outreach, data collection and management, education and training, career coaching and supportive services, and services to employers. In the pre-application, SkillWorks is requesting only a budget narrative that addresses the following:

- Please estimate how much grant support the partnership will request from SkillWorks (provide a first year and five year total).
- Please estimate the partnership's total budget (for the first year, as well as a five-year total).
- Please describe your anticipated sources of match to SkillWorks funding. Partnerships will be required to provide at least 50 percent match. Match may be cash or in-kind from employers, financial aid, other philanthropic or public sources.

Section IV. Application Guidelines

Application by invitation only. Unsolicited proposals will not be reviewed.

Please note:

- To be considered for funding, all proposals must provide evidence of full participation by at least one employer partner and one service provider and strong links to at least one post-secondary institution.
- In cases where employees are covered by collective bargaining agreements, union representatives must be involved in the Workforce Partnership.
- SkillWorks reserves the right to negotiate with bidders on the scale, budget, and design of their proposed projects, including the awarding of planning grants.
- SkillWorks expects that all grantees will engage in start up activities in the first quarter. Applicants should develop their work plans and budgets accordingly.
- SkillWorks strongly encourages applicants to refer to the Skills Partnership Self-Assessment Rating Sheet that can be found at <http://www.publicpolicy.com/selfassess.pdf>.

Applications will consist of two sections: a narrative and a financial plan.

- *Narrative:* In response to the questions listed below, describe the applicant's plan and capabilities to carry out a Workforce Partnership Initiative. The narrative must be no more than 10,000 words. Shorter proposals are encouraged if the scope of the proposed enterprise warrants it. Letters of support are not requested and will be counted against the limit. Memoranda of Understanding and Letters of Commitment will NOT be counted against the limit.
- *Financial Plan:* Detail the management costs of the Workforce Partnership and the costs of services to individuals and employers. Identify how SkillWorks resources will be used and how additional resources will be aligned to meet the total costs of providing career advancement services.

Full Application Program Narrative

This section applies only to applicants invited after the pre-application process.

Complete the Proposal Summary Information Form (Attachment A).

1. What industry sector(s), target population(s), and occupations are the focus of your project?
2. Describe the Workforce Partnership and its management and governance structures.
3. Provide signed Memoranda of Agreement that include the following:

- Project responsibilities for ALL project partners;
 - Resources contributed by each partner;
 - Employer commitments to facilitate career advancement for their low-skilled workers;
 - Partner commitments to provide data needed to evaluate program effectiveness; and
 - Contact information for the liaison to the partnership.
4. Describe the capacity of the lead agency to manage this Workforce Partnership.
 5. Describe the career advancement strategy and services that the Workforce Partnership will provide to low-skilled adults.
 - Address challenges to the target population, gaps or disconnects in the delivery system, and how the Workforce Partnership will directly provide or broker access to services leading to postsecondary credentials, digital literacy, job advancement, and wage increases.
 - Workforce Partnerships should demonstrate how they will design a progressive, multiyear, multifaceted approach to assisting low-skilled adults and out-of-school youth to make progress over a three-to-five year period toward a postsecondary credential that leads to a mid-level skilled job offering economic self-sufficiency (See Attachment E).
 - Workforce Partnerships should demonstrate how the approach they are using prepares the target group they will be serving to meet the job-specific skill and credential requirements of their employer partners.
 - Complete the Advancement Plan (Attachment B) and describe the accessibility of the career advancement pathway(s) for its target population within the industry sector.
 - Complete the Total Planned Outcomes Form (Attachment C) and the Services Outcomes Planning Forms (Attachments D1 and D2) describing the number of people who will receive career advancement services, the interim outcomes from specific services, and the long-term outcomes. Describe the entry criteria and the outcome competencies and/or credential for each activity.
 6. If you plan a strategy for long-term engagement with some or all of the enrollees, describe how the Workforce Partnership will maintain relationships with participants for multiple years, coordinate progressive education and training for participants, and gather data to report participant progress.
 7. Describe the Workforce Partnership's plan to address employer challenges in hiring, training, retaining, and advancing skilled workers within the targeted industry sector or occupational cluster.
 8. Describe the Workforce Partnership's planned strategies to develop, implement, and sustain practices that contribute to improvements in the education and workforce development systems' practices (see chart on p. 8 for the kinds of change SkillWorks partnerships might cultivate).

9. Describe how the Workforce Partnership will track enrollment, completion, and advancement outcomes for pre-employment and incumbent worker participants.
10. Note any additional resources you have identified and/or leveraged for developing, implementing, and sustaining components of the initiative when SkillWorks funding ends.
11. Provide a monthly work plan for the first year of the grant. Please include your planned goals and activities for the three month planning/start-up period.

Financial Plan

Budget Narrative

Provide separate narratives describing how the SkillWorks grant will be used and how the overall project will be supported. Indicate in your narrative whether SkillWorks funding will be used to enhance existing programs/services or to serve new participants/populations. Identify anticipated sources of other funding and in-kind support for the partnership. Describe how each funding source will support specific activities and/or populations.

Be sure to budget for the following activities: Partnership management, marketing and outreach, data collection and management, education and training, career coaching and supportive services, and services to employers.

Complete the budget form below showing all project costs. Complete one form for each year that SkillWorks funding is requested. Partnerships may request up to five years of support from SkillWorks. Partnerships are required to provide at least 50% match to requested SkillWorks funds, and cash match is strongly encouraged.

YEAR _____	Total Program Budget	In-Kind	Other Funding	SkillWorks Grant
LINE ITEM				
Personnel Costs				
Salaries				
Staff Position #1				
Staff Position #2				
Staff Position #3				
Staff Position #4				
Staff Position #5				
Staff Position #6				
Total Personnel Costs				
Operating Costs				
Staff Travel & Training Costs				
Supplies Costs				
Other (identify)				
Total Operating Costs				
Support Services				
Child Care				
Transportation				
Other (identify)				
Other (identify)				
Total Support Services Costs				
Subcontract Costs				
Subcontractor #1				
Subcontractor #2				
Subcontractor #3				
Total Subcontract Costs				
TOTAL BUDGET				

**Additional Budget Categories can be added as appropriate*

SECTION V: SELECTION PROCESS

Evaluation of Proposals

The SkillWorks Funders Group will review all proposals. Following the proposal review, site visits may be conducted for selected finalists. Applicants should be prepared to have their partners participate in any site visit or interview requested by the Funders Group. SkillWorks funders will meet to discuss their ratings and determine recommendations for funding.

Evaluation Criteria

The Funders Group will review and score all proposals with respect to the proposal content sections identified in this RFP as well as information gleaned from the site visit and any additional documentation requested during the review process.

Attachment A. Proposal Summary Information Form

Name of Lead Applicant/Fiscal Agent:

Contact Person: Title:

Street/City/State/Zip:.....

Phone/Fax:.....

Email:

Authorized Signature:

Typed Name:

Title:

Date:

Name of Project:			
Target Industry Sector(s):			
Targeted Occupation(s):			
Total Grant Amount Requested:			
Total Match Amount:			
Total Number of Unduplicated Participants:			
Number of Participants Per Year:	<u>Year</u>	<u>Category</u>	<u># of Participants</u>
	2009		
	2010		
	2011		
	2012		
	2013		
Project Synopsis: Briefly describe the project, including the industry need, program goals, program design, services, impact:			

Program Partnership Organizations: please list all partners; add rows as needed.

Name of Organization Legal Name of Partner	Role of Partner For example: employer, union, education provider, support services provider, etc.	Contact Information Name, address, telephone number, email

Attachment B. Career Advancement Plan

Please fill out this chart to demonstrate the progression for **each** career advancement pathway the Workforce Partnership will focus on helping its target population(s) achieve. Fill out one chart for each pathway.

Promotion Pathway	Level 1	Level 2	Level 3	Level 4
Job Title				
Hourly Wage				
Total # of Jobs				
Average Annual Vacancies				
Minimum Education Level or Credential Needed for entry				
Core Competencies of Position, Including Digital Literacy				

Attachment C. Total Planned Outcomes Form

Participants	Unemployed	Employed Outside Sector	Employed in Sector
Total number of participants enrolled			
Number of participants enrolled by employer			
Employer 1: (fill in employer name)	NA	NA	
Employer 2: (fill in employer name)	NA	NA	
Employer 3: (fill in employer name)	NA	NA	
Please insert additional rows to accommodate all employer partners			
Total number of participants completing at least one training course			
Total number of participants gaining skill credential as result of training			
Total number of participants with wage gain as a result of training	NA	NA	
Average wage increase anticipated	NA	NA	
Average wage increase anticipated per targeted occupation (if applicable)			
Targeted occupation 1: (fill in occupation)	NA	NA	
Targeted occupation 2: (fill in occupation)	NA	NA	
Please insert additional rows to accommodate additional targeted occupations			
Total number of participants placed in employment as a result of training			NA
Average wage at hire			NA
Average wage at hire per targeted occupation (if applicable)			
Targeted occupation 1: (fill in occupation)			NA
Targeted occupation 2: (fill in occupation)			NA
Please insert additional rows to accommodate additional job categories			
Total number of participants with promotion as a result of training			

Adapted with permission of the Commonwealth Corporation.

Attachment DI

Service Outcomes Planning Form

Use the chart below to respond to Program Narrative, question 3 (“Please provide an overview of your anticipated service strategy”). In the box on the left list each service component that will be offered. In the box on the right, list the outcomes you anticipate as a result of each component. Describe outcomes in terms that are measurable (see example below). Note that these are not the *final* outcomes of your overall project (e.g. promotions, wage gains), which you are asked to provide in Attachment C. If necessary, insert rows into the chart to capture all of the activities that you will be implementing. Information listed should match information supplied in your Application Narrative.

Example:

Service Components	→	Expected Outcomes
ESOL		Increase in SPL by one or two levels
Career coaching		Development of a career plan with specific goals and activities
Medical terminology course		Demonstrated knowledge of med. terms

Service Components	→	Expected Outcomes

Attachment E.

Background on Family-Sustaining Income

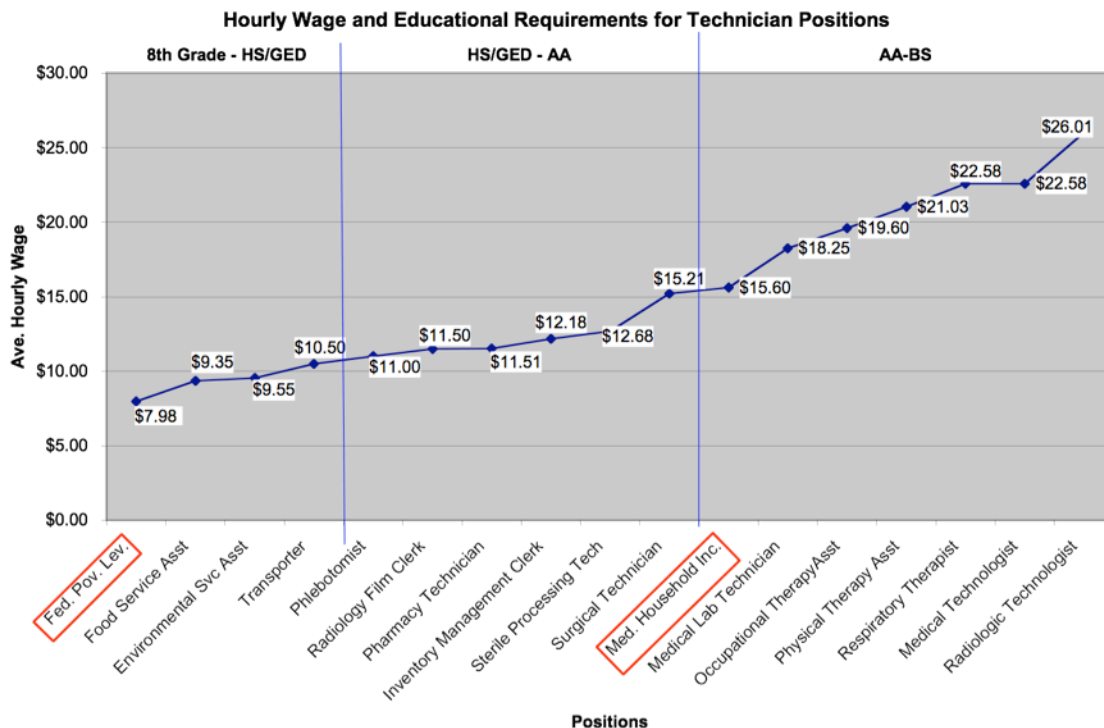
Family-sustaining incomes, which vary by family size, enable workers to meet their families' basic needs for housing, food, transportation, child care, health care, miscellaneous expenses, and taxes. More information on this topic can be found from Wider Opportunities for Women at the Web site: www.sixstrategies.org

Research clearly demonstrates a strong link between attaining a postsecondary credential and increased income. This link is found across industries and it increases over time. Postsecondary credentials may include a community college certificate or degree, completing a union apprenticeship, or industry-recognized certifications (e.g., the Automotive Service Excellence certificate awarded by the National Institute for Automotive Service Excellence).

Research also shows that many low-skilled adults have difficulty attaining a postsecondary credential due to poor basic skills, work and family obligations, lack of financial resources, and a limited understanding of the requirements of the postsecondary system.

Sample Career Advancement Flow Chart

BACH Healthcare Career Advancement Pathway



Slide 10

In Phase One, SkillWorks learned that long-term investments and multiple interventions are needed to prepare low-skilled adults to move into the mid-skilled jobs that offer family-sustaining incomes. SkillWorks is seeking Workforce Partnerships that will

organize an array of services along a continuum that includes ABE, ESOL, and job readiness training and bridge programs that lead to a postsecondary credential.

In Phase One, SkillWorks learned that over the years many low-skilled adults, including incumbent workers, participate in multiple education and training programs that are disjointed and fail to lead toward a marketable postsecondary credential. Workforce Partnerships should include long-term career management strategies using counseling, career development techniques, and the resources available through the workforce development system to help low-skilled adults adopt an education and training plan that accelerates progress toward a postsecondary credential.

Research also shows that many low-skilled adults—both unemployed and incumbent workers—do not take advantage of publicly funded or employer-provided asset-development resources, and that this increases their challenges in advancing in their careers. Workforce Partnerships should make available to participants services such as training and coaching in financial literacy, debt reduction, and asset development.

Attachment F. Background on Middle-Skilled Jobs

Mid-skill level jobs generally require more than a high school diploma but less than a Bachelor's degree; they may require on-the-job training or vocational training in addition to formal postsecondary education. They are the largest segment of jobs in America. For every job in the U.S. economy that requires a four-year college degree, many more require some training past high school but not necessarily a Bachelor's or graduate degree. Roughly half of all jobs are in middle-skilled occupations.

	Employment Demand 2004	Projected Change in Demand 2004 – 2014		Median Annual Earnings 2004
		Number	Percent	
Registered nurses	2,394,000	703,000	29%	\$52,330
Manufacturing supervisors	731,000	20,000	3%	\$44,740
Electricians	656,000	77,000	12%	\$42,300
Plumbers, pipefitters, and steamfitters	499,000	78,000	16%	\$41,290
Welders, cutters, solderers, and brazers	377,000	19,000	5%	\$30,620
Machinists	370,000	16,000	4%	\$33,960
Firefighters	282,000	69,000	24%	\$38,330
Electrical & electronic engineering technicians	182,000	18,000	10%	\$46,310
Radiologic technologists and technicians	182,000	42,000	23%	\$43,350
Dental hygienists	158,000	68,000	43%	\$58,350
Respiratory therapists	94,000	27,000	28%	\$43,140
Construction and building inspectors	94,000	21,000	22%	\$43,670
Engineering technicians	91,000	11,000	12%	\$49,440
Physical therapist assistants	59,000	26,000	44%	\$37,890
Diagnostic medical sonographers	42,000	15,000	35%	\$52,490
Air traffic controllers	24,000	3,000	14%	\$102,030
Environmental engineering technicians	20,000	5,000	24%	\$38,550
Radiation therapists	15,000	4,000	26%	\$57,700
Aerospace engineering and operations technicians	10,000	1,000	9%	\$52,500
Forensic science technicians	10,000	4,000	36%	\$44,010

Source: Bureau of Labor Statistics.

Although wage gains in middle-skill occupations have varied greatly, several have experienced rapid wage increases in recent years. For example, real pay for radiological technicians increased 23 percent between 1997 and 2005, speech/respiratory therapists saw real increases of 10 to 14 percent, and real pay for electricians rose by 18 percent. These increases compare very favorably with the overall 5 percent increase for the average American worker.

In addition, wage gains per year of schooling for those with Associate's degrees are comparable to those with Bachelor's degrees, relative to those without postsecondary education. Gains of this magnitude indicate strong labor market demand for middle skills.

- Substantial demand remains for individuals to fill skilled jobs in the middle of the labor market, with many of these jobs paying quite high wages. This is particularly true for jobs that require an Associate's degree or some particular vocational training and certification.
- Nearly half of the jobs in the labor market today remain in the middle-skill occupational categories (e.g., clerical, sales, construction, transportation, production, and installation/repair jobs). Job growth and wage growth in a variety of middle-skill jobs in construction, health care, and other sectors have remained strong.
- Bureau of Labor Statistics projections indicate, at a minimum, that demand for middle-level skills and occupations will remain robust in the future, with jobs requiring postsecondary education or at least moderate-term training growing substantially over the next decade. Demands for skilled labor in construction, health care, computer use, transportation, and elsewhere are projected to grow at above-average rates. Replacement needs for retiring workers will also be strong, generating even more job openings in the middle than at the top of the skills spectrum.
- The retirements of "baby boomers" and their replacement by immigrants will likely shrink the future supply of educated workers relative to the demand for them, especially in the middle of the labor market. Baby boomer retirements will likely occur most rapidly in the lower-to-middle ranges of skills, while immigrants are likely to fill the bottom and top jobs more easily than those in the middle.

All of these findings strongly suggest that demand in the U.S. labor market will remain strong for jobs requiring more than a high school diploma but less than a Bachelor's degree. Employers will have greater difficulty and face greater costs meeting their skill needs, especially in key sectors and geographic areas where retirements are greatest and immigrants least likely to meet their hiring needs. Labor market opportunities will be available to individuals who cannot enroll in or complete four-year degrees as long as education and training paths exist for both the current and future workforce.

Source: Harry Holzer, Skills2Compete, www.skills2compete.org