

**Wisconsin Career 101 Initiative:
Funding Application
May 17, 2010**

Wisconsin Career 101 Initiative	1
1.0 Introduction	2
1.1 Definitions	3
1.2 Targeted Regions & Project Objectives.....	5
1.3 Eligible Applicants	6
1.4 Eligible Youth.....	6
1.5 Funding and Application Process.....	6
1.6 Allowable Activities.....	7
1.7 Timeline for Application and Awards	8
1.8 Application Review	8
1.9 Deliverables, Outcomes and Evaluation	8
Attachment A: Project Summary.....	11
Attachment B: Project Budget	12
Attachment C: Project Budget Back-up	13
Attachment D: Application Checklist.....	14

Wisconsin Career 101 Initiative

1.0 INTRODUCTION

To advance Governor Doyle's vision of preparing youth for the workforce of tomorrow, the Council on Workforce Investment (CWI) Executive Committee recommended the use of Workforce Investment Act (WIA) discretionary funding to provide for the establishment of pilots for career information and career pathway outreach. Working with local school districts, district administrators and school boards, Workforce Development Boards (WDBs) will plan and develop pilot projects to increase the awareness and interest in demand occupation employment opportunities available in the region and the pathways to achieving employment. Pilots such as Career 101 or other such mechanisms will help connect schools with the workforce boards, linking them to employers with demand occupations and job openings. Through this funding initiative, \$140,000 is being made available to the 11 Workforce Development Areas (WDA) via a competitive application process from which a maximum of 5 grantees will be selected.

BACKGROUND

Governor Doyle's strategic plan to strengthen Wisconsin's economy, *Grow Wisconsin – The Next Steps*, provides a strong commitment to the education of our youth. The Governor's vision is focused on providing our youth with the 21st Century Workforce skills they will need to be successful in the workplace of tomorrow. His priorities include 1) building partnerships between businesses and schools so that our youth are trained for the high tech job market; and 2) raising standards in our schools and preparing our schools and our future workforce for the jobs of tomorrow.

The Wisconsin CWI advises the Governor on workforce investment strategies, policies and programs to assist the Governor in advancing his *Grow Wisconsin* economic and workforce development plan and in enhancing the operation and performance of the state's workforce programs.

The WIA provides a focus for the development of workforce investment systems that cover the entire WDA, including youth programs. Each WDA has a youth council that assists the WDB in administering the WIA youth program.

PURPOSE

The purpose of Wisconsin's Career 101 Initiative is to further Governor Doyle's agenda for **growing the Wisconsin economy and advancing the vision of preparing our youth for the workplace of tomorrow**. The initiative brings together leaders from industry, education, workforce development, and economic development to build an education and training system *responsive to and driven by the needs of 21st Century workforce skills*.

Expected outcomes of the demonstration pilot projects include:

- Development of student portfolios that will include a snapshot of the learning and educational accomplishments the students have achieved;
- Delivery of career awareness activities;
- Cross-walks of transferrable skill sets within an industry; and
- Coordination of the WIA Youth comprehensive guidance and services with the Wisconsin Comprehensive School Counseling Model.

Under this initiative the WDBs will:

- Establish a partnership with local school districts and other organizations serving youth in the local area;
- Broaden youth employment and training focus in the community to incorporate youth development perspective;
- Create demonstration pilots to increase high school students' career awareness and planning for a career pathway;

Wisconsin Career 101 Initiative

- Build upon and link with the comprehensive school counseling model;
- Implement the Career Pathways Model;
- Explore and expand the use of WisCareers;
- Align pilots with the local Sector Strategy Initiatives;
- Engage in promotion of STEM related education via the WiSTEM.org portal project; and
- Promote attainment of 21st Century Workforce Skills.

Wisconsin has an outstanding system of education, workforce development and economic development that is, in many ways, a model for the nation. But the changing global economy requires that we build from innovation to a broader system.

This initiative will build and extend our successes by making sure that Wisconsin's system is responsive to industry demands, not program-driven; that it addresses the needs of employers and our youth, the future workforce.

1.1 Definitions

Basic Skills Deficient

Individual has reading or math skills at or below the 8th grade level.

Career Clusters

Career Clusters are broad occupational groupings of occupational/career specialties used as an organizing tool for curriculum design and instruction. They consist of 16 broad clusters of occupations and 79 pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests. Career Clusters are a tool for a seamless educational system that, blends rigorous academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, facilitates/assists students and educators with ongoing transitions.

Career Pathways

A career pathway is a coherent, articulated sequence of rigorous academic and career related courses, commencing in ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond.

Career Portfolios

A Career Portfolio is a tool to help plan, organize and document students work. The portfolio is a collection of information designed and created by the student. The portfolio would include samples of students' grades, test and assessment results, educational and career plans, community service records, honors or awards they've received, and notes.

Carl D. Perkins Career and Technical Education Improvement Act of 2006

Career and Technical Education (CTE) focuses on exploration of the self in relation to the world of work. Students discover their interests, talents, abilities, and the niches where their talents and abilities might best be used. CTE also equips students with research skills to enable them to form a realistic picture of job opportunities. In essence, CTE brings greater satisfaction and relevance to career choices. CTE better prepares students for all post-high school opportunities. Whether moving on to further education, training or employment, every Wisconsin student moves through curriculum-based career awareness, exploration, planning and preparation leading to a realistic individualized career plan which is compatible with the student's abilities, aptitudes and interests.

Comprehensive School Counseling Model

The intention of the Wisconsin Comprehensive School Counseling Model (WCSCM) is to elaborate on the relevance of comprehensive, sequential developmental curriculum, programming and services in schools. The components that make for a comprehensive school counseling program are: school counseling curriculum, individual student planning, responsive services, and system support services. The

Wisconsin Career 101 Initiative

foundation for the WCSCM are nine Model Academic Standards which when delivered in a collaborative relationship between school, parents, and community provides students with the skills necessary for them to become successful lifelong learners, good citizens, and productive workers.

Education for Employment

The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy, to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin.

Individual Learning Plans

A component included in the new WCSCM. Within the Learning Plans will be an individualized **Plan/Program of Study** chart for the sequenced listing of courses, both academic and CTE/degree major, that connects student's high school and postsecondary educational experiences.

Individual Service Strategy

Action plan used to help address all required youth goals and to reflect achievement objectives that lead to academic and occupational links and intermediaries.

Low Income

The term "low-income individual" means an individual who –

- (A) Receives, or is a member of a family that receives, cash payments under a Federal, State or local income-based public assistance program;
- (B) Received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, and old-age and survivors insurance benefits) that, in relation to family size does not exceed the higher of –
 - i. The poverty line, for an equivalent period; or
 - ii. 70% of the lower living standard income level, for an equivalent period;
- (C) Member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps;
- (D) Qualifies as a homeless individual;
- (E) Foster child on behalf of whom state or local government payments are made; or in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program, but who is a member of a family whose income does not meet such requirements.

Sector Strategies

Sector strategies identify economic development and workforce needs and align resources to promote the economic competitiveness of key industries. These strategies are built on regional, demand-driven approaches to education, workforce and economic development in specific industries. Sector strategies do the following:

- Focus attention on key industries and develop extensive knowledge about those industries' current, future and emerging workforce needs;
- Facilitate educational, including K-12 through colleges and universities, and training institutions to align curriculum and programs to address industry needs (for both current and future workers) and facilitate the alignment of modernization, technology transfer, and other economic development programs with key industry needs;
- Promote education, training, and career ladder programs to help workers meet the demands of employers; and
- Facilitate the alignment of resources making it possible to work across funded programs.

Wisconsin Career 101 Initiative

1.3 Eligible Applicants

The WDB will be the recipient of funds and will be responsible for the lead role in developing the pilot and maintaining the partnership through ongoing interaction with project partnership members.

1.4 Eligible Youth

An eligible youth is one who is:

- A. Not less than age 14 and not more than age 21;
- B. Low income; and
- C. Meets one or more of the following criteria:
 - i. Deficient in basic literacy skills;
 - ii. School dropout;
 - iii. Homeless, runaway, or foster child;
 - iv. Pregnant or parenting;
 - v. Offender; or
 - vi. Individuals who require additional assistance to complete an educational program, or to secure and hold employment (sixth criterion – defined by local boards).

Five Percent Policy

Local boards may serve up to five percent of WIA youth participants who do not meet the low income eligibility criterion provided that they are within one or more of the following categories:

- A. School dropout;
- B. Basic skills deficient;
- C. One or more grade levels below the grade level appropriate to the individual's age;
- D. Pregnant or parenting;
- E. Possess one or more disabilities, including learning disabilities;
- F. Homeless or runaway;
- G. Offender, or
- H. Face serious barriers to employment as identified by local boards.

1.5 Funding and Application Process

Funding will be awarded through an application for funding process. Applications will be reviewed to determine if the minimum criteria are met. Funding awarded may be utilized for a 15-month period to carry out partnership implementation or training activities.

Funding Awards

Funding will be awarded for the planning, development and implementation of a pilot that identifies at least one high school district for the implementation of the project and the anticipated expansion in subsequent years. Awards are provided up to \$28,000 per the five WDAs that are selected.

Applications should address the following criteria:

1. Identify how WIA eligible youth will be served through this pilot;
2. Outline how the WIA Youth Council members have been engaged in the development of the proposal;
3. Identify the member agencies that will be included in the partnership. At a minimum the partnership must include representatives of:
 - a. Employers;
 - b. School Districts and High School Students;
 - c. Technical College(s);
 - d. University of Wisconsin Institutions;

Wisconsin Career 101 Initiative

- e. Private Colleges and Universities where relevant;
 - f. Department of Workforce Development (DWD) Labor Market Analyst.
4. Outline how this project will have a positive impact on WIA eligible youth;
5. Describe strategy for recruitment of students and employers;
6. Describe plan for technical assistance and mentor training for employers;
7. Provide a plan to coordinate the WIA Youth comprehensive guidance and services with the WCSCM.
8. Provide a timeline with specific activities that identifies:
 - a. Number of high schools represented;
 - b. The total number of students to be served;
 - c. Total number of students to be enrolled in the Youth Apprenticeship program;
 - d. Employers who will be participating in the pilot;
 - e. Date by which the pilot program will begin;
 - f. Type of outreach mechanisms to be used.
9. Provide a sustainability strategy and plan. Project Partnerships will need to be maintained beyond the development phase. Applications must provide a strategy that describes how funding to support ongoing activities will be secured:
 - a. The role of Project Partnership members, especially business and industry representatives;
 - b. Plans to retain and/or expand Project Partnership membership and engagement;
 - c. Letters of commitment, memorandums of understanding, or other means to demonstrate commitment (if applicable);
 - d. How the Project Partnership will be sustained beyond the 12-month project period.
10. Provide a detailed budget for award: (see attachment A)
 - a. There will be no match requirement.

1.6 Allowable Activities

Examples of eligible uses of funding for applications include, but are not limited to:

- Organizing and conducting meetings;
- Evaluating current workforce systems, assets and challenges;
- Career development needs assessments;
- Developing a strategic plan that incorporates both long-term and short-term solutions;
- Coordination of Individual Learning Plans with WIA Youth Individual Service Strategy Plans (ISS);
- Developing and providing alternative means of career awareness activities and delivery;
- Developing cross-walks of transferrable skill sets within an industry;
- Developing and implementing solutions to address barriers to employment for groups of students;
- Developing and implementing solutions to address shared barriers for employers seeking to hire and/or train a WIA eligible youth;
- Student assessment;
- Subscription purchase of WisCareers; and
- Support services necessary to allow WIA youth to participate in training.

Prohibited use of funding: This funding may not be used for education curricula development.

Wisconsin Career 101 Initiative

1.7 Timeline for Application and Awards

Applications for funding must be submitted by June 25, 2010. Applications will be reviewed and recommended for funding by July 23, 2010, with grant effective dates of August 2, 2010, through December 31, 2011. There are currently no additional grant funds earmarked beyond this period.

Objective	Targeted Date
DWD Application Release	May 17, 2010
Technical Assistance Webinar	May 24, 2010
Application Due Date	June 25, 2010
Internal Review Period	June 28, 2010 – July 23, 2010
Awards Notification	August 2, 2010
Grant Period	August 1, 2010 – December 31, 2011

1.8 Application Review

Applications will be reviewed by DWD and other partner agency representatives to determine if the minimum specifications are met. Applications will be reviewed and changes negotiated where necessary. Funding allocated to each area will be determined based on overall reviews of each application and total availability of funding. The intent is to make \$28,000 available to each of the five WDAs that are selected for funding.

Format and Submission Requirements

Please submit 5 (five) paper copies of the application OR one (1) electronic and one (1) hard copy to:

Scott Fromader, WIA Youth Consultant
Wisconsin Department of Workforce Development
Division of Employment and Training
P.O. Box 7946, Madison, Wisconsin 53707-7946

If you have any questions on the proposal process, please contact Scott Fromader at 608-261-4863 or scott.fromader@dwd.wisconsin.gov.

1.9 Deliverables, Outcomes and Evaluation

1.9.1 Deliverables

The following deliverables are required for funding:

- a. Identification of project partners;
- b. List assessment tools used;
- c. Documentation of meetings convened and moderated;
- d. Completion of items listed in section 1.5;
- e. Plan for future sustainability;
- f. Quarterly progress reports as specified by DWD;
- g. Monthly Financial Reports as specified by DWD (if applicable); and
- h. WIA program elements youth participants will receive.

1.9.2 Outcomes

Expected outcomes of the pilot projects include:

- a. Development of a strategic plan - long-term and short-term solutions to pilot implementation and sustainability;
- b. Creation and coordination of Individual Learning Plans with WIA Youth ISS Plans;

Wisconsin Career 101 Initiative

- c. Delivery of career awareness activities;
- d. Development of cross-walks of transferrable skill sets within an industry;
- e. Solutions to address barriers to employment for groups of students;
- f. Development of student portfolios that will include a snapshot of the learning and educational accomplishments the students have achieved;
- g. 20 or more students are to receive services via the demonstration pilot; and
- h. 50% of the students served are to be enrolled in the Youth Apprenticeship program.

1.9.3 Evaluation

Applicants will be required to participate in statewide evaluation and reporting activities to include submitting an annual Project Partnership report, as well as sharing of benchmarking data, best practices and lessons learned. Applicants are encouraged to consider the benchmarks identified below to measure the impact in several categories: outcomes for youth, quality and effectiveness of partnerships, and systems change.

Measuring Outcomes for Youth

1. Development of a Career Portfolio that includes:
 - a) Development of a career pathway plan;
 - b) Presentation of their plan to their advisors and families;
 - c) Grades & transcript information, test results & assessments and plan for academic performance each year (plan to address deficiencies);
 - d) Career development information - research on careers of interest, resumes, information on school supervised work-based learning programs and/or other summer or part-time jobs while in school; and
 - e) Volunteer, civic, and/or extra curricular activities the student was involved in.

Measuring Quality and Effectiveness of Partnerships

1. Turning Planning, Information, and Data into Consensus and Action
 - a) WDBs must inventory all other programs and stakeholders;
 - b) WDBs must cooperate and collaborate with other stakeholders; and
 - c) WDBs must align where appropriate with the Sector Strategy Initiatives.
2. Partnership Development, Management, and Capacity
 - a) WDBs must develop a management structure; and
 - b) WDBs must identify partner tasks and protocols.
3. Implementing Worker Pipeline aligned with Industry Needs
 - a) Worker skills must be aligned with business demands;
 - b) Employer policies must match worker needs; and
 - c) Career ladders must be identified and developed.
4. Partnership Sustainability
 - a) Partnership must have a sustainability plan;
 - b) Partnership must have plan to scale up programs; and
 - c) Partnership must have evaluation tool to assess improvement needs.

Measuring Systems Change

1. Education, Training, Social, and Business Supports
 - a) WDBs must have new and existing resources aligned for improved service delivery; and
 - b) WDBs must identify and eliminate cooperative barriers.

Wisconsin Career 101 Initiative

2. Public Policy
 - a) WDBs must identify resources to support the initiative; and
 - b) WDBs must identify and eliminate resource barriers.
3. Employer Practices
 - a) WDBs must identify private resources;
 - b) WDBs must recognize and eliminate cooperative barriers; and
 - c) WDBs must increase and improve public/private partnerships activity.

Wisconsin Career 101 Initiative

Attachment A - PROJECT SUMMARY

*Provide a brief overview of the project, responding to each area of information requested below. The project summary should be no more than **two pages**. Be aware that this summary may be the only document reviewed by key leaders in DWD. Therefore, applicants should ensure that this summary provides a clear, concise, well-constructed description of the project in areas indicated.*

Project Basics

Project Title: _____

Total Funds Requested: \$ _____ Project Start/End Dates: _____

Applicant Organization: _____

Geographic Area Covered (WDA)

Project Overview

(Provide a brief overview of your project, including its major purpose, key goals and objectives, and key partners and strategies that will be used to coordinate activities supported by this project and other career pathway outreach programs in the area covered.)

Purpose

Goals and Objectives

Key Partners and Coordination Strategies

Project Outcomes

(List the key measures that will be used to determine project success and the outcome level expected by the end of the grant period for each measure.)

Wisconsin Career 101 Initiative

Attachment B - PROJECT BUDGET

Provide a detailed project budget in the categories listed below. Include grant requested funds and narrative by line item. Indicate NA if no funds are budgeted for a particular line item. See –Attachment C for a description of each line item listed below.

Applicant Organization Name: _____

Budget Category	Grant Funds Requested	Narrative (General description of use)
Program Staff Salaries		
Program Staff Fringe Benefits		
Travel		
Marketing		
Materials, & Supplies		
Equipment		
Facilities		
Administration	5% Maximum allowed	
Other		
Total		

Wisconsin Career 101 Initiative

Attachment C - PROJECT BUDGET BACKUP

Each grant-funded budget line item on Attachment B must be supported by a detailed description of what is included for that budget line. This form explains what budget details are required for each line item. **Complete the budget detail for each line item included in the project budget, Form III, providing as much detail as possible.** All staff costs should include title/function, salary/wage, and amount of time charged to project. Other costs should be detailed by type of activity, unit cost, and total units. **Note:** All costs associated with this project must be in compliance with DWD/DET Workforce Policy Guide, Administration of Workforce Programs Policy and Procedures Manual, http://www.dwd.state.wi.us/dws/manuals/workforce/pdf/wpg_toc.pdf.

Budget Category	Budget Detail (Be specific)
Program Staff Salaries (<i>Position title/function of staff assigned to project-specific program services activities, salary/wage, time charged to project</i>)	
Program Staff Fringe Benefits (<i>Type and cost of fringe benefits for each position included in project budget</i>)	
Travel (<i>Costs of mileage, lodging, meals and other travel-related costs for staff</i>)	
Marketing (<i>Details of media advertising and other public outreach costs, mail, brochures, printing, etc</i>)	
Materials, & Supplies (<i>Office, other supplies required to carry out project, detailed by type costs</i>)	
Equipment (<i>Computers, other equipment needed to implement the project, detailed by item/cost, including unit cost as appropriate</i>)	
Facilities (<i>Rent, conference/meeting space, etc., detailed by type of activity and related facility costs specific to the project</i>)	
Administration (<i>Direct cost of staff, other direct costs associated with planning, coordinating, monitoring and reporting on project activities, detailed by staff function, time on project, other appropriate detail. Not to exceed 5% of project funding</i>)	
Other (<i>Other items and related costs not included in the above line items that are required to implement the project included as a grant funded item in the budget page</i>)	

Wisconsin Career 101 Initiative

Attachment D Application Checklist

Proposal Components	Criteria	Description Acceptable Yes or No	Comments
1.5.1	Application identifies how WIA eligible youth will be served		
1.5.2	Application outlines how WIA Youth Council Members will be engaged in the development of proposal		
1.5.3	Identifies partners including: <ul style="list-style-type: none"> ▪ Employers; ▪ School Districts; ▪ High School Students; ▪ Technical Colleges; ▪ UW Institutions; and ▪ Private and Independent Colleges and Universities. 		
1.5.4	Application outlines how this project will have a positive impact on WIA eligible youth		
1.5.5	Includes a timeline with specific activities that identifies: <ul style="list-style-type: none"> ▪ Number of high school students represented; ▪ Date by which pilot program will begin; and ▪ How outreach will be done. 		
1.5.7	Detailed budget provides adequate information to support award request.		
1.6	Activities outlined in this project application are consistent with allowable activities as listed and reasonable to support project objectives		
Attachment A	PROJECT SUMMARY is attached and provides reviewer with an adequate overview of the project.		
Attachment B	PROJECT BUDGET is attached and provides an accurate detailed project budget		
Attachment C	PROJECT BUDGET BACKUP is included and provides a detailed description of what is included for each budget line.		
Attachment D	Application Checklist		