

## **POSSIBLE MOTION**

**I MOVE TO approve a \$50,000 line of credit for Sitka Works funded under Sitka Economic Development Fund.**

This motion was postponed on 2/9 awaiting more material.

# Sitka Works!

PO Box 2385 Sitka, AK 99835 206 966-3066 [www.sitkaworks.org](http://www.sitkaworks.org)

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February 3, 2010

Dear Sitka & Borough Assembly,

I write this letter on behalf of the Sitka Works board of directors. Sitka Works has recently applied for a grant to continue the Youth Build program in Sitka (Young Alaskans Building Affordable Housing). This would be the first time that Youth Build has been run by a local non-profit (it was formerly administered by Juneau's Southeast Alaska Guidance Association.) For Sitka Works to operate the program (if the grant is approved) we need to find a source of operating capital since the grant doesn't provide up-front money. The purpose of this letter is to explore the possibility of using money from Sitka's economic development fund to fill this need. This is NOT a request for appropriation but rather a request to tap the fund as a \$50,000 line of credit. The grant itself would be funded by the Alaska Department of Labor so the risk would be minimal. All money borrowed from the fund would be paid back with interest after the last reimbursement from the State in late 2010 or early 2011. I believe that the Assembly could approve this line of credit in the spirit of economic development since the program will allow the continuation of four jobs and provide an economic ripple with the construction of one affordable housing unit (materials purchased locally).

I need also to briefly address the issue as to why we are approaching the Assembly directly rather than working through City staff. Sitka Works would like to answer our cash need quickly since the program (if approved) would begin in mid March. There has some confusion at City offices and with the Long Range Planning Commission as to the actual process due to the nature in which several recent applications were handled. We met with the LRPC at their last monthly meeting and they encouraged us to petition the Assembly directly so as not to delay our program while the procedural questions are worked out.

Respectfully submitted,



Greg Reynolds, Board Treasurer, Sitka Works

## SouthEast Alaska Career Consortium

Reorganization of:

*Sitka Education Consortium*  
*Sitka Works*  
*SouthEast Alaska Career Center*

Existing under:

*Non-profit structure*  
*Governing Board / Advisory Board(s) – or both*

Including:

*Industry representation*  
*Partners / education consortium*

### VISION

Sitka coordinates a regional career education system (RTC) for engaging industry, the workforce, and education & training providers in order to prepare Alaskans with marketable skills to meet industry demands.

### MISSION

SouthEast Alaska Career Consortium exists to make available prime training for Alaskans who: 1) seek entry-level skills; 2) desire specific trade-oriented training; and/or 3) aspire to improve current workforce marketability. SEACC is dedicated to assisting agencies, educators, businesses, and other organizations to create and deliver superior workforce development programs for ongoing improvement of regional job growth, addressing identified priority industries.

### GOALS

- 1) Collaborate with partner organizations (industry / workforce / education) to maximize the use of resources, including but not limited to:
  - implement occupational academies that are threaded through the school system
  - work on apprenticeship development
  - create mentoring programs and identify potential mentors
  - assist in the tracking of OJT hours & meeting identified competencies.
- 2) Expand career awareness through a coordinated career system including: outreach; support; simplified education process; traditional & non-traditional training, pre-training, and incumbent workers training.
- 3) Develop a K-12 plan to build awareness and job-ready skills through the grade schools.

**Sitka Works Board:**

Jill Hanson  
Bob Love  
Greg Reynolds  
Chesa Cofini  
Karen Martinsen

**Sitka Education Consortium Board:**

Steve Bradshaw  
Jeff Johnston  
Bill Hutton  
Iva GreyWolf  
Roxanne Houston

# DENALI TRAINING FUND YOUTH PROGRAM

## Grant Application

**Organization:** S.E. Alaska Career Consortium dba Sitka Works!  
**Mailing Address:** Box 2385  
 205 Baranof St.  
 Sitka, AK 99835

**Contact Person:** Karen Martinsen, Director  
**Telephone/Fax Numbers:** 907 966 1355 907 966 1353 fax  
**E-mail Address:** edu@ak.net  
**Business License/IRS ID#:** BL 728120 and IRS # 91-1860042

**Application Summary:**

**Briefly describe the project:**

"Sitka Builds," a program of Youth Build USA, is aimed at assisting the most challenged youth between 16 -24yrs. to gain a GED/diploma, develop employability and technical skills, while learning the construction trades by building an affordable house for a local family. The program trains youth and provides low income housing, two critical components to a thriving economy. Our next home will also be "Green", following the guidelines of Youth Build USA and LEED.

The training model especially targets Alaska Native youth, who have on average a 42% drop out rate, as well as those who are economically disadvantaged and/or have a disability. Youth in our program also may be homeless, a ward of the state or on probation. Sitka Youth Build has previously built 5 homes under federal DOLWD/HUD funds. Due to the current funding cycle we are unable to apply for those sources until late FY 2010. \*\* Over one half of project funds goes toward building materials for the house. We do not use those figures to determine the average participant cost.

|                                       |  |  |
|---------------------------------------|--|--|
| <b>Performance Period:</b>            | <u>Mar 15 -</u><br><u>Dec 30,</u><br><u>2010</u> | Proposed start and end date of project               |
| <b>Amount of Funds Requested:</b>     | <u>199,575</u>                                   | Total amount requested from the Denali Training Fund |
| <b>Grantee Contribution:</b>          | <u>\$303,700</u>                                 | Total grantee contribution as supported in budget    |
| <b>Total Project Cost:</b>            | <u>\$503,275</u>                                 | Total amount requested plus grantee contribution     |
| <b>Number of Participants:</b>        | <u>20</u>  |  |
| <b>Average Cost per Participants:</b> | <u>**</u><br><u>\$10,000</u>                     | Total project cost divided by number of participants |

**Certification:**

I have reviewed and understand the terms, conditions, and requirements of the Alaska Department of Labor and Workforce Development, Division of Business Partnerships and the Denali Commission, and agree to meet all State and Federal requirements set forth in the Request for Grant Applications (RGA) and the Grant Agreement if selected for funding. I certify that all information contained in this application and any attachments is true and correct. I understand and acknowledge that falsification of information may be cause for application disqualification and/or award revocation. I further certify that the information provided in this grant application will remain in effect for up to 90 days following the date of this certification.

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**Authorized Signature**

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**Date**

Jill Hanson, President

**Printed Name and Official Title**

*Please complete the application below providing the information requested by filling in the gray boxes. The amount of space for each question is limited. Answers should be concise and to the point. Answer each question and if a question is not applicable explain why.*

## PROJECT DESCRIPTION

1. Select the type of activity or activities the project will include.

- Career Guidance
- Work Experience
- Youth Employability Skills
- Applied Academic Training
- School to Apprenticeship or Pre Apprenticeship
- Innovative Grant

2. For each activity type selected above, described the activities and/or services that will be provided.

"Sitka Builds" is a comprehensive, full service vocational program for young at-risk adults who need the life skills, employment training, and academic achievement in order to transition into the world of work. The population served requires intensive long term engagement with services to create a stable life, including health awareness, personal finance, social services and substance abuse treatment.

Participants may be placed in a treatment program during this program if their health habits are a barrier to employment. The ultimate goal is job placement upon completion of the program. All aspects of the program are operated to increase employability and soft skills as well as providing on-the-job construction skills.

For Career Guidance, the services provided are interest and skills inventories, the Career Pathways Plan, guided research into participants' fields of interest, and job shadows that pair the participant with a person in their area of interest/skills.

For Work Experience, the services provided are on-the-job training and hands-on experience in all aspects of building a single-family house, from carpentry to electrical to finish work under the tutelage of an experienced builder. Community service projects and job shadows, mentioned above under "career guidance," round out the picture.

For Youth Employability Skills, we provide a work ethics course, resume writing workshops, work behavior training, and interviewing practice with outside facilitators.

We also provide soft skills training in budgeting and personal finance, healthful eating on a budget, and substance abuse workshops. We contract with other community agencies to provide individual substance abuse counseling where warranted. We also provide assistance in obtaining a drivers license.

For Applied Academic Training, we employ a full-time experienced instructor and an Americorps volunteer assistant to provide instruction in academic subjects to enable participants to pass the GED examinations. In partnership with the University of Alaska Southeast, we offer the Basic Construction Course CT 120.

For School to Apprenticeship or Pre Apprenticeship, we provide assistance applying for Apprenticeships and Pre-Apprenticeship Construction Training (PACT).

The Youth Build model is innovative in that it provides real-world of work experience, hands-on approach to all academic materials, and a safe, mentoring community in which youth can develop confidence, work ethics, and practical skills necessary to succeed in the adult world. The population of at-risk individuals makes traditional, "sit-get-spit" type of learning very difficult. Most participants say that they can learn better when everything is applied, contextual learning. Most instruction is one-on-one and all participants have an individual learning plan that is specific to them.

- 3. For each activity type selected above, list the number of youth and the age groups to be served.**

In order to facilitate the "wrap-around service" format of this program, we keep our participant numbers at 20. Participants are "at risk" youth between the ages of sixteen and twenty-four. If a participant leaves the program, an individual on the waiting list will be invited in.

Typically, a participant is in the classroom half days and on the building site half days. This means we usually have about 10 youth on the work site and 10 youth in the class or with the counselor on any given day. Once they complete their GED and other requirements, they can spend more time on the job site, or begin job shadows in other career paths.

All participants will complete all core activities. Others will complete additional training and certification such as driver training.

4. Provide the timeframe for each of the activities selected above.

Career Guidance is ongoing with interest and skills inventories concentrated at the beginning and three quarters of the way through the program. Work experience is ongoing. Youth Employability Skills are concentrated near the beginning and end of the program, with Youth Employability Skills Inventory done quarterly. Substance abuse counseling is done near the beginning and half way through the program.

Assistance Obtaining the drivers license begins with a safe drivers certified workshop. Further case management is provided on an ongoing basis with the individual who requires it and is eligible to obtain their drivers license. Academic preparation for the GED test is ongoing, the UAS Basic Construction Course occurs during one quarter, and PACT is ongoing.

The recruiting for participants occurs during Jan - Feb 2010. An aggressive campaign through high schools, youth programs, tribal employment and job centers is activated. Potential participants come to the career center for applications and a check list of items needed in order to be considered for Youth Build. Interviews and reference checks begin in late February. All applicants must take a TABE (The Adult Basic Ed test) so staff can determine their placement in GED preparation. By mid March, the top 20 are selected for the final test - Sitka Survivor Week. Survival Week is set up with a range of fun, challenging, problem-solving initiatives that allow staff to observe behaviors such as teamwork, empathy, reliability and dependability. At the end of Survivor Week, some will go on to enter the program, and others may be put on a waiting list.

By April the participants are divided into two groups which change frequently during the 10 mos. depending on the needs for individual services. One half of the day is spent at the career center working on individual goals. After lunch the teams switch and the other team will be on the work site.

Home construction begins April 1, with laying of foundation. The house is expected to be complete for a final punch list in mid-November so that a family can be placed in the home by Christmas. When possible the Youth Build participants will help the family move in. This is a high point for participants - to see the value of their efforts change someone's lives. Graduation in mid-December completes the reflection on their experiences and success.

## **5. Describe how the youth will be selected.**

Youth must be 16 - 24yrs of age. Typically, 85% of our youth are low income and school drop outs. 20 -30% of our participants are female and well over half are Alaska Native or American Indian. Many participants are referred by high school counselors, local agencies, and tribal organizations who have seen the success of past referrals to our program. The application process involves completing a form, submitting all proper ID, including social security card and school records. Staff then review the application and conduct an interview to determine the level of motivation to stay in a program for the 6-12 mos it may take to earn a GED and develop employability skills. Staff assess their academic ability through a TABE test. Many of our participants perform at a 2nd - 5th grade level. The final stage of selection is "Sitka Survivor Week," an orientation to Sitka resources and employability training. Tardy and absent participants will not be enrolled in the program, as initial attendance is a predictor of program completion and overall success.

**6. List the communities to be served.**

"Sitka Builds" recruits youth from anywhere in Alaska. In the past, we have targeted smaller communities around S.E. Alaska such as Kake, Hoonah, Haines, and Wrangell. Our program has favorable reputation among state agencies, so we often have participants from elsewhere such as Chevak, Stebbins, Bethel, and Kotzebue who are wards of the state. Additionally, families who live in Sitka often host an extended family member from another community so they can receive the Sitka services. Youth in transition may be referred to us from anywhere in Alaska.

**7. If the project is submitted as an innovative project, describe what makes this project different from other available services and activities.**

Many training programs submit to the "one-size fits all" formula and provide training to a whole group simultaneously. In this program we offer all services to every participant, but administer them as part of an individual learning plan for each person. Our staff- to-student ratio is optimal to empower each participant to reach their fullest potential. Additionally, many training programs provide seat training that does not actually produce something of value in the real world. Sitka Builds makes employment skills tangible, hands on, and participants graduate with industry level certificates.

## PERFORMANCE AND OUTCOMES

1. **For each activity selected in the Project Description identify how the outcomes will be measured and documented.**

Eighty percent or more of those recruited will be in the target population: Alaska Native, homeless, school drop out and/or low income or underemployed. In each area 80% of individuals will complete the anticipated outcomes. Information is maintained in an MIS system and all data is easily extracted for analysis. All information is easily accessible one each and every individual.

Career Guidance outcomes will be measured and documented by the following: results of interest & skills inventory, plan of study, specific career essay, resume, and Alexys (Alaska online job center) registration.

Work Experience outcomes will be measured and documented by written YES evaluation by all staff, as well as job logs.

Youth Employability Skills outcomes will be measured and documented by portfolio to include list of references, resume, detailed work history, and certificates, hard copy in folder and computer thumb drive. Written evaluations of mock interview, drivers license, personal budget, and certificates of completion are outcomes of soft skills training. All participants will also use Work keys/ WIN to assess core skills for employment

Applied Academic Training outcomes will be measured and documented by improvements in TABE scores, GED certificate, and 3 credits for Construction Technology 120 at UAS-Sitka.

School to Apprenticeship or Pre-Apprenticeship outcomes: application to and acceptance into an apprenticeship program. UAS-Sitka is working on a BMR (Building Maint. & Repair) Apprenticeship schedule of on-going training. Each individual will have the opportunity to earn certificates of completion for every level of PACT(Pre-Apprenticeship Construction Technology curriculum): Building Trades Safety & First Aid, Tools & Construction Materials, Green Building, Electrical, Brick Masonry, Painting & Finishing, Weatherization, Construction Math, Employability, Carpentry, Plumbing, Landscaping, and Facilities Management.

2. **For each activity selected in the Project Description identify how the performance goals that will be achieved.**

Work Experience and Applied Academic Training will be provided through half days at the construction site and half days of GED prep and life skills curriculum at the education center. At the beginning of the program, all participants will be enrolled in the CT 120 Introduction to Construction Technology course full time at UAS.

Career Guidance: Construction experience, education, and lifeskills curriculum will be supported by regular meetings with the guidance counselor to work on Individual Learning Plans (ILPs). After career interest and skills surveys are utilized, the counselor helps the participant define the personal, career, and educational goals they set for themselves. Bi-weekly meetings track tangible progress toward these goals. When participants complete an aspect of the program, the counselor and staff work to facilitate a refocusing of energy and time onto job shadows or educational programs through UAS.

Youth Employability Skills: The participant gets experience performing in a work environment and receiving monthly feedback from staff on employability skills. Self and staff Youth Employability Skills Surveys are used as tools for evaluation and discussion.

School to Apprenticeship or Pre-Apprenticeship: The PACT curriculum will be taught by the GED instructor and the construction manager on the construction site. The work toward GED and Driver's License achievement also prepares participants for a successful application to jobs and apprenticeships.

**3. Describe how employment barriers such as juvenile offenses, drug and alcohol issues will be addressed.**

An important position in this program is the guidance counselor. The guidance counselor communicates regularly with probation officers, the courts, makes referrals for substance abuse or mental health issues. The Counselor manages the individual learning plans, case management, and communicates with the partner agencies. The court system often relies on our program to assist with probation terms.

Participants attend regular workshops on legal issues, budgeting, healthy relationships, communication and problem solving from partner service agencies. Through this process participants become familiar with all of the service providers and how to access resources. We also use a very comprehensive curriculum: " Personal Life Skills Curriculum" from Philip Roy, Inc. Throughout the program, staff serve as role models for healthy and successful soft skills, and mentor students in employability skills.

**4. Describe how this project will introduce youth to the jobs of the future and assist them in implementing career pathways.**

All participants will complete a career inventory and a plan of study through Career Clusters.

All participants will have the opportunity to apply and begin the pre-apprenticeship or apprenticeship for Building Maintenance and Repair (BMR). Coursework is offered OJT and through UAS, one of our partners.

Youth Build USA has a new "Green Build" initiative that promotes the development of green building curriculum and green jobs of the future.

The PACT curriculum through Home Builders Institute has added a section to certify students in Green Building.

All of these efforts, along with a goal to place completers in construction jobs will go far beyond just an introduction to the jobs of the future; they will be working in the jobs of the future.

## **PARTNERSHIPS AND LINKAGES**

**1. Describe the community and regional support for this project.**

Sitka is known for highly effective collaborative projects. Sitka Works and the Sitka Education Consortium have successfully met the demands for career education and workforce development for the past 17 years. We have well-developed partnerships with the Sitka Tribe of Alaska (STA), Job Center, BIHA (Baranof Is. Housing Authority) Voc Rehab, the University of Alaska Southeast, the Sitka School District, Mt. Edgecumbe High School, Youth Advocates, the regional Native hospital - SEARHC, the City, as well as the economic groups such as SEDA and SCDC (Sitka Community Development Corp is a CHODA housing program).

The Consortium meets on a monthly basis and works together to coordinate community events such as job and college fairs, along with intensive career academies in the priority industries for this region. Data is used to drive the services. All of these events are advertised to the Youth Build participants and incorporated into the program.

Funds and resources are utilized between the community agencies to maximize outcomes and avoid duplication.

Many of the matching funds required to make this grant do-able is based on the support of these agencies.

2. List the partners involved in the project and the linkages with School Districts, Alaska Job Centers or other organizations. Identify Informal and Formal Agreements. (Informal agreements are by a handshake, formal agreements require a written agreement or a Memorandum of Agreement).

| Partner   | Key Contact Person                 | Informal                 | Formal                   |
|---|------------------------------------|--------------------------|--------------------------|
| Sitka School District   | Steve Bradshaw, Supt               | <input type="checkbox"/> | <input type="checkbox"/> |
| UAS-Sitka   | Jeff Johnston, or<br>Camielle Call | <input type="checkbox"/> | <input type="checkbox"/> |
| Sitka Works   | Jill Hanson, Pres                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Baranof Island Housing Authority (HUD & Native housing)               | Bart Meyer, Director               | <input type="checkbox"/> | <input type="checkbox"/> |
| Sitka Tribe of Alaska   | Roxanne Houston                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth Advocates of Sitka  | Sharon Stitz                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Juvenile Justice Office   | Tom Clark, Probation Officer       | <input type="checkbox"/> | <input type="checkbox"/> |
| Spenard Builder Supply  | Lowell Frank                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Sitka Economic Development Assoc.                                     | Garry White                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Chamber of Commerce   | Sheila Finkenbinder                | <input type="checkbox"/> | <input type="checkbox"/> |
| Sitka Community Development Corp ( a non profit CHODA housing organ.) | Greg Reynolds                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Mt. Edgecumbe High School   | Bill Hutton, Supt                  | <input type="checkbox"/> | <input type="checkbox"/> |
| DOL Job Center  | David Reid, Manager                | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                                    | <input type="checkbox"/> | <input type="checkbox"/> |

## PROJECT SUSTAINABILITY

### **1. Describe plans and any agreements for continuing the project after the end of the grant.**

For the past two years Sitka Builds was funded through the federal Dept of Labor. Funding opportunities will be available again during the next federal fiscal year. As it currently stands, Sitka Builds has a sustainable plan for continuing to annually build houses for BIHA: BIHA has 200 acres for building lots. By year two we plan to build a cottage house for a "paying" customer in partnership with the Sitka Community Development Corp. (non profit housing org.) and UAS construction training program. This will build an account for start-up of a new cycle of participants in training when there are gaps in training funding. In future years it could be self sustaining.

### **2. What are the expected sources and amounts of continued support?**

BIHA (Baranof Island Housing Authority) currently holds over 200 acres for housing units in Sitka. Each year BIHA contributes the lot, and the cost of building materials to build the homes. This averages about \$215,000 per year.

SCDC, the other non profit housing group is working on funding to build a sustainable "cottage" or "pocket" neighborhood, with smaller footprints and more outdoor/indoor shared commons areas. These would be sold at affordable market price, so our "exchange of labor" while folks are in training, will produce funds for continuation.

The Sitka School District provides a 5,000sf space along with all costs for internet, heating, maintenance, phones and janitorial. SSD also provides for a PT director at the career center, although that funding is in question at this time. This amounts to about \$85,000 per year.

In the past, the City of Sitka has waived the fees for permits and building inspections at the cost of about \$4,000 per year.

UAS-Sitka provides the GED testing and many materials. The value of their services is estimated at about \$25,000 per year.

Spenard Builder, our local home supply outlet, typically offers us a 20% discount on building supplies, saving us about \$40,000 in home costs.

**3. Will this support be sufficient to fully sustain the project and if not, describe how the project will be continued?**

BIHA projects will cover all costs related to building homes for their program.

If we are able to partner with SCDC on the cottage homes, it will be supported by buyers. We will need to develop a plan for where we earn "labor" income. That fund will continue to fund staff and participant training.

SEACC will also apply for federal DOLWD funding in the next round for Youth Build.

### **ORGANIZATION QUALIFICATIONS**

**1. List the organization's strengths to deliver this training project on time and on budget. Include management experience, capacity, and administration support.**

The fiscal agent for this grant is the S.E. Alaska Career Consortium. This 501 (c) 3 was restructured out of Sitka Works, Sitka Education Consortium and the regional training center - SEA Career Center. The combined organizational history amounts to 37 years, operating career education and workforce development programs with a high rate of success.

SAGA developed the first Youth Build program in Alaska, and has many years experience leading the Sitka projects with the Consortium. We bring much of the that talent and knowledge with the continuing staff (if funded).

**2. List all prior awards received from the Alaska Department of Labor and Workforce Development or the Denali Commission.**

Sitka Works has received funds for STEP, Pipeline Training, WIA and the Dislocated Workers Fund.

Last year the Denali Commission was of great assistance to the Sitka Youth Build program when it was fiscally managed by SAGA, our head partner. The partners agreed that it was difficult to manage this program from a distance, thus Sitka is now seeking fiscal responsibility.

**3. Provide a participant success story from a previous Alaska Department of Labor and Workforce Development or the Denali Commission award, if applicable.**

Our staff do particularly well with youth who have many barriers to education and employment. One young rural male in our program came to us at 20 yrs of age, on probation, homeless, with a mild birth defect(that impacted his options for employment), performing academically at a 3rd grade level. At the end of the ten-month program, he had a GED and a drivers license, had completed substance abuse treatment, was registered with Alexsys, and started a job as a welder helper at \$15 per hour. He is still at that job one year later and is living in a stable setting.

**4. Provide the name and contact information for the person responsible for the oversight and management of this project. Attach a condensed resume (1 page) marked as exhibit A.**

Karen Martinsen, M.A. Teacher/Principal  
Director, S.E. Alaska Career Consortium

edu@ak.net 907 966 1355

**5. Provide the name and contact information for the person responsible for the financial reporting for this project. Attach a condensed resume (1 page) marked as exhibit B.**

Greg.Reynolds, Treasure  
greg.reynolds@uas.alaska.edu  
907 747 7799 or 738 5518

**6. Provide the name and contact information for the person responsible for the grant reporting for this project. Attach a condensed resume (1 page) marked as exhibit C.**

Ben Clark  
907 966-1350

Our current Program Manager (funded through Denali ).

**7. Describe any pending or unresolved litigation, formal grievance or other matter that could impact the applicant's ability to carry out the proposed services.**

None

## PROJECT BUDGET

Complete the Budget Workbook and submit it following this section of the grant application. Provide a narrative for each worksheet of your budget as directed below. All funds requested must relate directly to the cost of training participants.

1. **Personal Services:** Describe how the personal services costs in the Budget are necessary to complete the project. Review the instructions on the Personal Services Budget worksheet for details.

"Sitka Builds" will have one FT Construction Manager for 9 mo. during building season, 1 GED Instructor for 9 mos., one FT Guidance Counselor for 9 mos. and one FT Program Manager for 10 mos.

Benefit rate is 25%

\$187,375

2. **Travel:** Describe how the travel costs in the Budget are necessary to complete the project. Review the instructions on the Travel Budget worksheet for details.

\$1,500 for travel to the national Youth Build conference.

3. **Contractual:** Describe how the contractual costs in the Budget are necessary to complete the project. Review the instructions on the Contractual Budget worksheet for details.

0

4. **Supplies:** Describe how supplies costs in the Budget are necessary to complete the project. Review the instructions on the Supplies Budget worksheet for details.

\$1,500

Office materials, flyers, student supplies and general work resources (paper, notebooks, pens, etc.)

5. **Equipment:** The Denali Training Fund Youth Program will not pay for equipment. Review the instructions on the Equipment Budget worksheet for details.

0

6. **Sub-Grants:** List all sub-grants in the Budget and describe how they are necessary to complete the project. Describe why the applicant organization is not capable of providing the services provided by the sub-grant. Review the instructions on the Sub-Grant Budget worksheet for details.

\$ 0

7. **Administration:** Describe how the administration costs in the Budget are necessary to complete the project. Review the instructions on the Administration Budget worksheet for details.

\$9,200

One PT bookkeeper/ data manager @ \$20 per hour for approx. 46 hours per month X 10 mos = 460 hours.

8. **Grantee Contribution:** Describe all other contributions associated with this training project and how they are necessary to complete the project.

BIHA House Bldg Supplies, Building Lot, LID's \$215,000

Sitka School District PT director and facility, utilities \$55,000

UAS-Sitka Construction course, GED testing, postsecondary guidance  
\$20,000

## Sitka Builds!

### Budget

FT Construction Manager x 9 mo. @ \$4,800mo. = \$43,200

FT Guidance Counselor/Recruiter x 12 mo. @ 3,000mo. = \$36,000

FT GED Instructor x 10 mo. @ \$3,300 = \$33,000

FT Program Manager x 12 mo. @ \$3,400 mo. = \$40,800

TOTAL \$153,000

Benefits @ 20% = \$30,600                      \$183,600

Benefits @ 25% = \$38,250                      \$191,250

## Denali Training Fund Youth Program

### Grant Application Budget

|                          |   |                             |                                 |
|--------------------------|---|-----------------------------|---------------------------------|
| <b>APPLICANT NAME:</b>   | Sitka Builds! S.E. Alaska Career Consortium | <b>Date:</b>                | 1/9/10                          |
|                          |   |                             |                                 |
| <b>BUDGET LINE ITEMS</b> |   | <b>AMOUNT<br/>REQUESTED</b> | <b>GRANTEE<br/>CONTRIBUTION</b> |
| Personal Services        |   | \$187,375.00                | \$29,400.00                     |
| Travel                   |   | \$1,500.00                  | \$2,800.00                      |
| Contractual              |   | \$0.00                      | \$270,000.00                    |
| Supplies                 |   | \$1,500.00                  | \$1,500.00                      |
| Equipment                |   |                             | \$0.00                          |
| Sub-Grants               |   | \$0.00                      | \$0.00                          |
| Administration           |   | \$9,200.00                  | \$0.00                          |
| <b>TOTAL REQUESTED</b>   |   | <b>\$199,575.00</b>         | <b>\$303,700.00</b>             |

**INSTRUCTIONS:**

Complete each worksheet in this budget workbook if applicable for each cost category detailing funds requested or provided for this project. Many of the cells in this workbook are locked. You will only be able to enter information in the cells that are not protected.

On this Budget Summary worksheet add the name of your organization at the top. No other information is required. The data entered into each worksheet will roll forward to this summary worksheet.

Carefully review the instructions at the top of each worksheet. Enter information as directed. If more space is required on a line than appears available, the text will automatically expand the size of the cell and will wrap the text to a new line. You are not able to add new lines to the budget worksheets. All costs must be directly related to providing services to youth.

See the accompanying Budget Sample for an example of what information should be included in the budget worksheets.

For assistance please contact: Carrie Couey 907/269-4551 or [dbp.grants@alaska.gov](mailto:dbp.grants@alaska.gov).



|                 |   |      |          |
|-----------------|---|------|----------|
| APPLICANT NAME: | Sitka Builds! S.E. Alaska Career Consortium | Date | 1/9/2010 |
|-----------------|---|------|----------|

**TRAVEL BUDGET**

Any travel associated with the proposed project should be included on this form. The calculations for travel should specify the number of persons traveling times the cost of travel. Per diem or food and lodging amounts are usually calculated as a set amount times the number of persons times the number of days. Lodging is calculated as an amount per day times the number of persons times the number of days. Incidental travel expenses, such as cab fares, parking, rental cars, should be identified along with the associated dollar amounts. Applicants should use their per diem rate. If the applicant does not have a formal per diem rate, the State of Alaska rate of \$60 for a full day of travel may be used. Applicants should use the mileage reimbursement rate specified in their travel policies. If the applicant does not have a formal mileage reimbursement rate the state rate of \$0.55 per mile may be used.

| POSITION DESCRIPTION OF TRAVEL  | DESCRIPTION AND CALCULATION OF AMOUNT       | AMOUNT REQUESTED | GRANTEE CONTRIBUTION |
|---|---|------------------|----------------------|
| 1- 2 staff to national Youth Build conference and/or the PACT construction training | \$4,300 including air fare, hotel, per diem | \$1,500.00       | \$2,800.00           |
| Includes training on "Green Initiative" for Youth Build USA                         |   |                  |                      |
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| <b>TOTAL TRAVEL:</b>  |   | \$1,500.00       | \$2,800.00           |











Strategic Plan November 2009

## **S.E. Alaska Career Consortium**

# **Framework for a Regional Training Center**

Department of Labor  
Request for Funding  
for Regional Training Center

(Sitka is a recognized RTC)

January 2010 – June 2011

205 Baranof St  
Sitka AK 99835  
[edu@ak.net](mailto:edu@ak.net)  
Karen Martinsen

December 7, 2009

Dear Consortium Members

At our last meeting you directed a subcommittee to complete a proposal for how we would merge our local entities in order to BECOME a true regional system. Please see attached for that document, as well as a vision and mission statement.

Because of the timing of a meeting held last week by Department of Labor regarding the regional training centers I did submit the document to Labor staff. While a conversation has begun, no action has been determined at this time.

Please take time to brief this before our meeting Wed. Dec 9 at 2:00pm. I would suggest you read the first 5 pages and then scan the rest. We will discuss this at our meeting, where Jeff Selvey of Department of Labor/AWIB will be joining us. He is the lead staff for the RTC's.

Thanks so much!

Karen Martinsen

**Contents:**

**A. Overview of Proposal**

**B. Gap Analysis**

**C. Team (Consortium) Assessment Tool**

**D. Employer Interview Protocol**

**E. Partner Roles and Responsibilities**

**F. Data Design and Management**

**G. Budget FY 10 and FY 11 (attached in separate document)**

## S.E. Alaska Career Consortium Framework for a Regional Training Consortium

The South East Alaska Career Consortium (SEACC - pronounced "seek") is proposing the development of a regional training center *infrastructure* based on the Workforce Strategy Center's Career Pathways model. [www.workforcestrategy.org](http://www.workforcestrategy.org) This effort is being initiated by the Sitka Education Consortium (SEARHC, UAS, MEHS, SSD, STA, ) Sitka Works and the regional training center in Sitka. The Sitka partners are prepared to collapse the three entities into one non profit organization, S.E. Alaska Career Consortium, in a true effort to make a Regional Training Consortium with a broader range of partners from the region.

You may note that this is a bit of a departure from the regional training *center* model. After many years as a community career consortium, Sitka Education Consortium members have determined that it is not a "center" or a building that constitutes a "regional" model. It is an *infrastructure* that provides leadership, analysis, communication and partners who collectively achieve a set of goals and objectives, relating to workforce development and CTE. Before a region can effectively develop strategies for maximizing training resources, it requires a point of contact and an organizing agent. This proposal specifically addresses this need, and funds are requested to move forward on developing a model for true "regional" workforce development.

In order to do this, a Regional Coordinator position will be required to work on data analysis, planning, and partnership development for the region. Other staff will work to develop the goals and implement the plan. For the remaining part of the fiscal year FY 10 SEACC will have a program/grant manager and a PT administrative assistant. Other positions will be identified as the plan moves toward implementation, and into FY 2011.

The Regional Coordinator would be Karen Martinsen, current Director of the Sitka Education Consortium. Her current position would change to reflect a regional emphasis. She will continue in a salaried position with the Sitka School District until the transition phase is complete.. The Sitka Education Consortium has been a leader in local partnering for 18 years, having successfully developed dozens of workforce training programs such as the CNA, the Waster/Water Treatment program, and Welding. These programs are self sustaining, demonstrating a unique ability to build programs within the existing infrastructure that will stand alone after initial funding.

To assure success of a regional consortium, SEACC need s a lead person, such as Ms. Martinsen, who is able to develop broad partnerships in the region with partners in K-12, ABE, postsecondary education, employers, industry, and workforce experts. Karen possesses a strong background in CTE, workforce development, training, career pathways and the K-12 system and she has extensive experience in networking on a local, regional and statewide basis. Her background as a teacher, trainer, and administrator will be instrumental in the effort to develop a regional system for engaging all stakeholders. The goal is to create a system that streamlines communication, career planning, training, and job seeking. SEACC will design a model that can be used in other regions. This will be shared with others throughout the state.

The Program Manager will be responsible for designing and managing data instruments & systems that can be utilized by all partners in the region. The Program Manager will be responsible for writing and managing grants, All staff will work closely with DOLWD to utilize existing resources and systems.

Career pathways are systems for training, educating, transitioning, and advancing populations of workers based on industry- and business-specific workforce needs. The model presents a framework for organizing publicly funded workforce and economic development programs, educational institutions, and social services to meet the needs of businesses, students, job seekers, and incumbent workers. No single organization alone can implement career pathways – the model is based upon partnerships. SEACC will be the regional point of contact in bringing those partners together. On-site training will obviously occur in many communities throughout the region. The Consortium aims to *coordinate* efforts that will avoid duplication and enhance participation & capacity for Alaskans in pre-training, training and incumbent training, while fully utilizing all existing resources.

#### THE APPROACH

Successful career pathways systems are built on trusting relationships and clear lines of communication between public and private partners. The five steps for developing and implementing career pathways are described below. At all stages of the process, outreach is conducted to garner support and participation from stakeholders, such as job seekers, businesses, educational institutions, and government agencies. SEACC will adopt this model.

#### FIVE STEPS

Career pathways involve five stages that follow a rational design model. The process guides regions through data analysis, planning, partnership development, goal setting and the implementation of strategies. Taken together, the career pathways steps represent a continuous improvement process that, if undertaken correctly, will have a systemic and sustainable impact on the performance of partner organizations.

The Regional Coordinator and Program Manager will complete the following objectives in year one and two.

### 1. GAP ANALYSIS

Convene education, workforce, economic development, employer, and labor groups to identify occupations of importance to local economies, and map the requirements of entry and advancement at successive levels in each field. Conduct a gap analysis to assess how well existing education, workforce, and social services support worker access and advancement in the target fields, identifying challenges and weaknesses. SEACC will perform the gap analysis on current RAC/ AWIB industry priorities.

- Assess labor demand (current and projected)
- Assess labor supply (current and projected)
- Assess capacity of educational institutions
- Analyze return on potential investments

- Choose a sector of focus – one of 4 priority industries for SE Alaska (i.e. BMR)
- Scan current service provision
- Identify service provision gaps

## **2. Build a regional CAREER PATHWAYS PLAN for one industry/occupation**

With input and guidance from business and industry, convene front-line staff from partner agencies, including education, workforce, and social services, to rethink partner programs and services to support career entry and advancement in the target sector(s). Identify costs and develop a funding strategy. SEACC will start with one industry target – Construction/BMR(?) – in order to develop a template for other industries. A work session would be held with approximately 10-15 representatives from the region, who would later serve as the Advisory Group to SEACC.

PARTNERSHIP DEVELOPMENT – see section “Roles & Responsibilities of Partners” for full details

- Identify potential partners
- Gain partner participation
- Set mission, vision, and goals
- Formalize partner roles and responsibilities

EMPLOYER STRATEGY

- Identify employers
- Determine the framework of an employer partnership – develop MOA's
- Map career mobility patterns
- Gain employer–partner commitment
- Develop ongoing relationships with employers

PATHWAYS DESIGN

- Illustrate training, education, and career mobility
- Incorporate and align the following programmatic components:
  - Secondary to Postsecondary seamless transition
  - Articulation agreements between high schools and University
  - Recruitment
  - Assessment
  - Training
  - Work experience
  - Support services/case management
  - Job development and placement
  - Retention services
- Establish data collection protocols (similar to Dept. of Labor MIS)
- Organize data management and reporting procedures among partners
- Develop a sustainability strategy

BUDGET AND FUNDING STRATEGY

- Generate a budget
- Identify potential resources, including:
  - Workforce resources
  - Educational resources

- Private resources (employers, foundations, individual donors)
- Other (e.g., economic development organizations, youth programs)
- Leverage available resources
- Plan for funding and development

### **3. IMPLEMENT PILOT in one industry ( during summer 2010)**

Operationalize plans for program development, marketing and recruitment, delivery of programs and support services, job development, and outcomes tracking. Implement strategies in stages, rolling out and beta-testing aspects of programs or policies before broader implementation occurs.

- Identify or Develop curriculum where needed in priority industries
- Determine best host for training delivery
- Recruit and assess participants
- Deliver training
- Provide support services and case management
- Develop work experience opportunities and jobs
- Continue employer development activities
- Utilize data management system

In the following years, starting July 2010, additional outcomes will include:

### **4 Implement Plan, Manage and Improve**

Replicate the process in other priority industries. Systematically track education and labor market outcomes at each level, and continually modify programs and services to support advancement. Continue to evaluate program changes to ensure that they produce the desired improvements.

- Develop regional training web site for CTE and workforce development
- Conduct regular in-process reviews
- Review overall performance
- Evaluate the performance of each partner
- Make operational adjustments based on evaluations
- Optimize scale based upon need for services
- Reevaluate the mission, vision, and goals
- Document lessons learned

### **5) EXPAND THE PATHWAY – capacity-building and rapid response plan**

Bring the pathways model to scale to serve larger numbers of students and employers. Adapt the approach for replication in other sectors of importance to the regional economy or to other populations of job seekers.

- Apply pathways model to additional populations
- Replicate the pathways process in other sectors of importance to the regional economy
- Develop plan for how to respond quickly and effectively to regional labor demands

### **SUSTAINABILITY: OPTIONS FOR FRAMEWORK INTEGRATION AND EXPANSION**

Career pathways are developed and sustained through the leveraging of resources. With a successful process for one high priority industry, we will begin to apply the same model and process to the other industry priorities for SE as state in the SE RAC to AWIB. Throughout the life of a project, the collaborative will maximize the resources that each partner brings to support the system. Additionally, partners should seek to leverage their investments with other outside resources.

It is anticipated that in year one, SEACC may develop the process around BMR / Construction. In the following years staff would continue to develop the same model around Health Care, Natural Resources and Business.

## **SEACC Gap Analysis**

The Regional Coordinator and Program Manager will be responsible for completing a Gap Analysis report by June 30, 2010. The foundation of a successful career pathways system is a solid understanding of the regional labor market. Planners and team members must look at both the regional demographics and the current and projected need for workers.

The career pathways team will seek to answer the following questions:

### **I. DEMOGRAPHICS – AGE AND GENDER**

6. What is the total population of the region?
7. What is the population expected to be in five years? Is there a projected increase or decrease?
8. In five years, what percentage of the population will be 55 years old and older?
9. In five years, what will be the age breakdown (by percentage) of the population under 55 years of age?
10. What is the projected breakdown between males and females?
11. Is your area experiencing any “in migration” or “out migration” of workers that will impact the labor pool?

### **II. DEMOGRAPHICS – SKILL AND EDUCATIONAL LEVELS**

3. What is the breakdown of skill and educational levels of the current population?
4. Are you able to project the skill and educational levels for the population in five years?

### **III. REGIONAL INDUSTRIES**

9. What industries are most critical to your area’s economy?
10. What industry(ies) is(are) projected to experience the highest growth in new jobs over the next five years?
11. What are the average projected earnings for those positions?

12. How does the rate of growth for the particular industries in your region compare to the rate of growth for those industries statewide?

13. What industries are projected to show a decline over the next five years?

#### **IV. OCCUPATIONS BY INDUSTRY**

1. 1. What specific occupations within those growing or critical industries are showing a projected increase?

2. What is the projected increase for those occupations over the next five years?

3. What are the skill and educational levels required for employment in these occupations?

4. What are the skill and educational levels required for employment in declining occupations?

#### **V. GAP ANALYSIS**

- How do the skill and educational levels of the current labor supply compare to those required in growing and critical occupations?

- How do the skill and educational levels of declining occupations compare with those of growing occupations?

- Are there any organizations currently addressing the needs identified in the gap analysis for the following populations?

1. Out-of-school youth

2. Low-wage/low-skill workers

3. Speakers of languages other than English

4. Dislocated workers

5. Incumbent workers

6. Others

- What is the capacity of these organizations to meet future demand?

- What gaps are not being addressed?

- What can be done to address these gaps

## SEACC

### Team Self-Assessment Tool

Once a regional consortium is formed SEACC will use this self-assessment tool to gauge the level at which their current practices relate to career pathways principles addressed below. By the end of this benchmarking exercise, team members should be more familiar with the activities, actions, tasks, and outcomes that contribute to the building of career pathways. How does the team plan to engage in the suggested activities listed below. If some of these ideas are new to you, consider whether your team would benefit from learning more about them, and make a note to pursue these questions further in the spaces provided below.

#### ■ GAP ANALYSIS

1. What resources has the team used to research and understand the current and projected state of the regional labor market? Has the team identified data sources that provide real-time economic and labor information at the local, state, and regional levels?

2. How has the team researched the local labor market or reviewed existing reports to identify the following areas?

- Industries and occupations that are new and emerging, or that are expected to grow and/or decline
- Industries and occupations in which there is a demand for skilled workers and available jobs  
The jobs/occupations that are most critical to the local economy
- The pay scales for those industries and occupations that are critical to the economy or are projected to experience growth
- The skills and competencies that those industries/occupations require from entry-level on up
- The demographics and skill levels of the local labor pool, and how workers may transfer their skills to industries and occupations in high demand

3. Has the team established a strategic direction that addresses where it wants to drive the local economy? (For example, strategic directions might focus on key employers, a supply chain, an industry cluster, or a specific industry.) If not, what is the plan to establish one?

4. Based on the labor market research, what skills gaps, resource gaps, worker shortages, and other workforce and economic development challenges has the team considered in creating a strategic direction?

5. Has the team undertaken resource mapping to identify community, state, regional, and partner resources that can be leveraged or redirected to respond to identified gaps? If so, how? If not, what is the plan to identify these resources?

## ▪ **CREATING STRATEGIC PARTNERSHIPS**

1. Does your team include leaders from the following key groups?

### • Education

9. Pre-K–12

10. UAS

11. Adult education (ABE, ESL, GED, etc.)

12. Other training providers

### Business and industry

Construction, Natural Resources, Health Care

#### ▪ Economic development

SE Conference, local EDA's

#### ▪ Workforce development

5. Alaska Works, Youth Build, T & H training,

### Social services

If not, how does the team plan to reach out and recruit members from these groups?

2. Has the team established a mission, vision, and goals? If not, what is the plan to develop these?

3. Has the team identified an intermediary organization responsible for the day-to-day operations of the collaboration? If so, which organization will play that role? If not, how does the team plan to identify an intermediary?

4. Does your team have all the appropriate partners engaged in the economic analysis (e.g., workforce, education, business and economic development)?
5. How does the team plan to obtain the buy-in from senior or political leadership in the community and region?
6. What strategy will be used to determine the resources each partner can provide in support of the services being developed?

Workforce investment and training resources

Education resources

Private resources (employers, foundations, individual donors)

7. What is the team's strategy for informing One-Stops about the career pathways system being developed and implemented?
8. How are the partners exploring, identifying, and offering wrap-around support services?

## **MAPPING CAREER PATHWAYS**

1. Has the team met with critical employers, educators, and workforce and economic development leaders to review their findings in the gap analyses?
  2. Have employers supplied feedback about the job titles, job descriptions, salaries, and training and educational requirements that represent their current or anticipated staffing structure?
  3. On the basis of the information gathered, can the team draft a career pathways map that illustrates a progressive sequence of education and career advancement, and charts which partners provide services at each level of the pathway?
  3. Have faculty representatives at the community college been consulted? Are they actively engaged in developing curriculum and offering input to map career pathways?
- 4.

## **ENGAGING EMPLOYERS**

1. Is the team remaining current with the workforce development trends and needs of local industry and business? In what way?
2. How is the team engaging regional employers?
3. Is the partnership maintaining an ongoing relationship or dialogue with business and employers? If so, how? If not, what is the plan to develop such an ongoing relationship?

## **CREATING SECONDARY TO POSTSECONDARY CONNECTIONS**

1. What is the team's plan for building and strengthening the connection between the secondary and postsecondary educational systems?
2. Has the partnership developed articulation agreements supporting the transition of high school students into academic college programs? If not, what steps must the team take in order to make this happen?
3. Do the articulation agreements align secondary and postsecondary curriculum so that coursework follows a progressive sequence? If so, how was that accomplished? If not, what steps need to be taken in order to make this happen?
4. Are curriculum development activities addressing the skill and competency shortages identified in the economic and gap analyses? If so, how is this being accomplished? If not, what steps must be taken so that curriculum development activities effectively address these shortages?

## **CREATING PATHWAYS FOR OUT-OF-SCHOOL YOUTH AND ADULTS**

1. How is the team planning to connect academic programs with support programs and services such as developmental education, Adult Basic Education, English as a Second Language, remedial education, and business and industry training?
2. Is the team seeking to build bridges between out-of-school youth service providers and postsecondary schools? How is the team going about this?
3. What training and services are planned for (or are in place) to address the needs of incumbent workers and their employers in the area of career progression and skills upgrades?

4. What training and services are planned for (or are in place) to address the needs of dislocated workers?
5. How does the team plan to address the needs of non-traditional students to ensure maximum participation (flexible scheduling, chunking of curriculum, credentialing, providing credit, etc.)?

## **SUSTAINING OUR SYSTEM**

1. Has the team aligned its career pathways strategies with state and regional strategies? Describe how this was or will be achieved.
2. Is the team working collaboratively to leverage funding from all available sources?
3. Does the team have a plan to sustain the pathways system moving forward? If so, what is that plan?
4. Has the team developed a strategy to expand the pathways framework to include additional employers and/or additional occupations within the industry? Describe the strategy in place, or the plan to develop a strategy.
5. Can a framework for this system or model be applied to additional industries, occupations, populations, or skill sets?

## **DATA COLLECTION AND EVALUATION**

1. Have quantifiable outcomes been identified to measure the success of the programs?
2. Are performance measurements in place and regularly assessed to evaluate the partnership's goals toward continuous improvement of service delivery?
3. Does the team collect, analyze, and manage data to achieve its goals and outcomes?
4. What are the team's most critical concerns or areas that need further clarification

## SEACC

### Employer Interview Protocol

The Employer Interview Protocol is a tool to help direct conversations between an education/training provider or One-Stop operator and an employer. It works best when used with employers who are not currently a part of the collaboration. The protocol should be used as a conversation guide. In some cases, the questions will be answered during the course of the conversation; in other cases, the interviewer will need to overtly ask the questions. Allow a one-hour time slot in order to cover all of the questions.

#### COMPANY BACKGROUND

- We would like to spend some time learning about your company, its operations, and any challenges you face with respect to your current workforce, or that you anticipate in the future.
- Please start by giving us some general information about your operations. How many people do you employ? What types of positions do they hold? Do you have other locations? If so, where are they?
- Can you share your workforce development goals for the next 1–3 years?
- What are the challenges you face in meeting these workforce development goals (new technologies, competition from abroad, lack of qualified workers, etc.)?
- Have you or are you working with the public workforce investment system or educational institutions to help you meet these workforce development goals? What has been your experience in working with such organizations?

#### CURRENT STAFF

- Do you currently have staff trained to meet your workforce development goals?
- Do you anticipate needing any training to keep up with new processes, projects, or technologies in the future?
- How would you describe the gaps between the skills your employees currently possess and the skills they will need in order for your company to remain competitive?

- What are the titles of the positions that require employees with additional skills training?
- What sort of skills training (or degree) would an individual need to be successful in these positions? (Discuss one at a time)

How do you train your employees?

Have you been satisfied with the training you have implemented in the past? (If yes, what was successful; if no, why not?) Do you see any ways that you would change that training in the future?

Is there a career ladder/lattice for the individuals in these positions? If so, please describe.

What training do you offer employees to help them advance in their career? Are you facing any challenges providing this assistance?

### **NEW STAFF**

How do you recruit, screen, and assess new employees?

Are you satisfied that there is an ample pool of qualified workers to fill the positions you have vacant? If not, what are the challenges?

Have you recruited new employees recently?

Did you use Alexsys or a Job Center?

Do you anticipate recruiting additional staff in the next 1–3 years? If so, how many? What sorts of jobs do you anticipate filling? (If the titles are different from the current staff, please describe the positions and the skills needed.)

What are the minimum requirements that potential employees would need to meet in order to be recruited for these positions? (List one by one.)

How do you train new employees?

Are you satisfied that new employees prepared by college partners enter the workforce sufficiently prepared?

WSC tool kit

## **SEACC PARTNER ROLES AND RESPONSIBILITIES**

For career pathways to succeed, multiple organizations must collaborate to support career entry and job advancement in the target sector(s). Career pathways partnerships often involve educational entities, workforce and economic development organizations, community organizations, and employers. While the composition and roles in an actual partnership will depend on the goals of the effort, the pre-existing relationships among the prospective partner organizations, and the capacities and resources of each, some typical partner roles are described below.

### **INTERMEDIARY – (regional point of contact) ORGANIZATION**

S.E. Alaska Career Consortium will bring together regional stakeholders in order to help build and pursue a strategic plan for creating a competitive workforce and developing career pathways initiatives. Although the SEACC (an RTC) role may vary based on the needs of the partners, this lead organization will be tasked with the overall development of the project framework, including the establishment of partnership agreements, development of operations and implementation plans, and coordination of the partners to develop pilot programs. SEACC will also work with project partners, local and state governmental agencies, and regional/private foundations to formulate a resource funding package to develop pilot programs and ensure that they are sustainable. Finally, it is the role of the SE ACC to ensure that goals are set, milestones are met, and the system is functioning on a day-to-day basis.

### **SECONDARY EDUCATIONAL INSTITUTIONS**

Secondary school partners play a major role in preparing students for their college education and career training. The schools maintain high standards established by their state, including grade advancement and graduation requirements. They focus on strategies that will eliminate, or at least reduce, the need for remedial work in college. Secondary schools provide early academic and career counseling to motivate students and make them aware of their postsecondary options and the value of their academic and career accomplishments. In addition, the schools negotiate articulation agreements with postsecondary officials to develop and offer credit-bearing transitional coursework that will smooth student advancement from high school to college.

Secondary education partners are able to leverage their vast resources to support career pathways. They may work with other collaborative partners on curriculum alignment, articulation, and dual enrollment. These partners can also offer career information and guidance, academic counseling, and college readiness preparation, and may provide training space, equipment and instructors. Additional resource offerings might include the following:

- Federal, state, and local aid to schools based on student enrollment (per pupil or average daily attendance funding)
- Title 1 funding for at-risk student populations

### **BRIDGE TRAINING PROGRAMS**

Bridge programs provide adults with the basic skills they need to enter and advance in postsecondary education and career training. Specifically, bridge training could include GED preparation, English as a Second Language instruction, workplace literacy, and/or college remedial

or developmental courses. These programs typically incorporate basic and vocational skills training with exposure to workplace literacy.

Bridge programs use federal, state, and local funding, as well as grant dollars, to provide adults lacking adequate basic skills with the training and associated supports they need to enter and advance in college and career track training.

Bridge programs often access Temporary Assistance to Needy Families (TANF) funds which can be used for support services for low-income college students, the education of youth in TANF households, assistance to youth who are non-custodial fathers of children in TANF households, vocational rehabilitation to serve people with disabilities, and other related purposes.

Other specific funding to which bridge programs may have access includes the following:

#### FEDERAL FUNDS

- Bridge funding
- WIA Title I
- WIA Title II
- Carl D. Perkins
- Community Services Block Grants

#### STATE FUNDS

- Child care subsidies
- Job training
- Adult education

#### POSTSECONDARY EDUCATIONAL INSTITUTIONS

Community and technical colleges and other postsecondary education partners provide the education and training that lead to career track employment. They develop curriculum in partnership with the identified employer community, to ensure that individuals receive the skills and credentials needed to enter and advance in a high-demand field and/or degree-granting academic program.

The college partners also provide the infrastructure for curriculum development, instructor recruitment and certification, negotiation of course fees, and the delivery of the training. Often, the colleges work hand-in-hand with One-Stops, social service organizations, and other partners to develop effective recruitment and assessment strategies.

Postsecondary education partners are the primary providers of education and training that lead to career-track employment. These partners may also contribute the following resources to support career pathways:

- Curriculum development
- Space to conduct training
- Equipment and supplies
- Instructors
- Financial aid packages for students
  - Pell grants
  - Work Study
  - Federal Perkins Loans
  - Federal Supplemental Educational Opportunity Grants

- Industry-specific loans and grants, such as the Nursing Education Loan Repayment Program (NELRP), administered by the U.S. Department of Health and Human Services
- Leverage from federal grants awarded to community colleges
  - High-growth job training grants from the U.S. Departments of Labor or Education, such as the Carl D. Perkins Vocational and Technical Education Act (VATEA) grants

#### **INDUSTRY PARTNERS**

Industry partners play a critical role in identifying the workforce challenges associated with building a competitive workforce and designing a career pathways system. They provide current information on industry trends and the workforce issues that are impacting their businesses. On a micro level, industry partners help to define the skills that they need workers to possess, to review curriculum, to visit training classes, and to provide opportunities for work experiences, internships, employment, and upgrade training for incumbent workers. They may also provide resources that help sustain career pathways.

#### **INDUSTRY ASSOCIATIONS**

National, regional, and local not-for-profit industry associations should also be considered as strategic partners. In high-growth industries such as health care, construction, and business, industry associations offer funding and in-kind support to local, state, and national projects. These associations can be approached either directly or through workforce, employer, or education partners. Industry associations may contribute the following resources:

- Industry-specific training
- Tuition assistance
- In-kind and cash support
- Equipment and supplies
- Networking and outreach opportunities
- Data regarding industry trends and workforce challenges

#### **EMPLOYERS / BUSINESS PARTNERS**

Employers and business partners can contribute to the sustainability of career pathways in a number of ways. In addition to providing career-track employment opportunities to career pathways participants, these partners may offer the following resources:

- Funds for curriculum development
- Work experience opportunities (internships, apprenticeships, try-out employment, etc.)
- Space to conduct training
- Equipment and supplies
- Instructors
- Tuition assistance for workers
- Tuition for incumbent worker training

#### **WORKFORCE INVESTMENT SYSTEM**

The Workforce Investment System, which includes state and local Workforce Investment Boards and One-Stop Career Centers, oversees the professional development resources that support the

preparation of a region's unemployed and underemployed population. Along with education partners, the Workforce Investment System partners serve as information and relationship brokers. The One-Stop Career Centers connect a wide array of federal programs and community resources into a single access point for both business and job-seekers. Overall, the Workforce Investment System is responsible for integrating the career pathways framework into other public sector investments.

Workforce Investment System partners, such as state and local Workforce Investment Boards and One-Stop Career Centers may support career pathways by providing the following services to trainees:

- Incumbent and dislocated worker tuition assistance
- Recruitment assistance
- Job posting and job fairs
- Screening, assessment, and testing
- Labor market information
- Career guidance
- Training services
- Remedial courses in English, math, and computer skills
- GED programs
- Connections to affordable housing, day care, transportation, food stamps, etc.
- Special population-specific programs
  - NTO workers (non-traditional occupations – i.e. women in construction)
  - Transitioning military personnel and spouses
  - Alaska Natives
  - Migrants and seasonal workers
  - Persons with disabilities
  - Mature and older workers
  - Youth

#### **ECONOMIC DEVELOPMENT AGENCIES**

Economic development agencies may play a number of different roles in building career pathways. They often provide economic information during the gap analysis phase and throughout the planning and implementation, ensuring that collaboration partners are made aware of plant closings or new employers entering a particular region. They may also connect career pathways partners to employers who can support the collaboration or hire student participants. In addition, economic development partners may promote and market the career pathways framework to attract new businesses to the region. They can also offer funding or in-kind contributions to support regional efforts.

National, regional, state, and local economic development corporations (EDCs), such as chambers of commerce and rotary clubs, can also support career pathways. In addition to cash awards, they may be willing to offer the following resources:

- Space to conduct training and meetings
- Advertising in print and internet media
- Networking opportunities
- Employer-focused funding dollars

#### **COMMUNITY-BASED ORGANIZATIONS AND SOCIAL SERVICE AGENCIES**

- Data from state or federal agencies or local institutions on postsecondary enrollment and rates of remediation by institution and student characteristics. Data from state or federal higher education agencies on the number of credentials by institution, degree level, field and student characteristics.

## **MAPPING CAREER PATHWAYS**

### **QUESTIONS**

- What are the requirements for entry and advancement in jobs at different levels in the given industry?
- What changes or additions are needed to existing programs and services to enable residents to enter and advance in jobs in the target sector?

### **DATA SOURCES**

- Interviews/surveys with employers in the target industry
- Task or competency analyses of jobs in the sector
- Interviews/surveys with alumni who are employed in the sector on trends in job demand and requirements, recommendations for program improvement, etc.
- Interviews/surveys with admissions staff and faculty at each level of education and training on requirements for entry and success
- Analysis of placement exams and entry and outcome competencies of education and training programs at each level

## **IMPROVING RECRUITMENT**

### **QUESTIONS**

- What are the characteristics of students/participants in existing programs in the target sector by age, ethnicity, and place of residence?
- Where do these individuals come from (e.g., directly from high schools, community organizations, employers (incumbent workers), etc.)?
- What motivated them to enter the given program and what barriers did they face? In general, what are the barriers to access into these programs?

Are there other sources of students for these programs that are not being tapped? What would it take to recruit students/participants from these sources and prepare them for success in programs in the target sector?

#### **DATA SOURCES**

- Student/participant information systems (for data on characteristics)
- Interviews/surveys with current students/participants (for information on barriers and recruitment methods)
- Market studies, including interviews/surveys with prospective students and staff and faculty from “feeder” institutions/programs
- Data sharing with feeder programs (to allow longitudinal tracking from high school to college; adult education to college; non-credit to credit; community college to four-year college; etc.)

#### **INCREASING RETENTION**

##### QUESTIONS

- What is the rate at which students/participants successfully complete education and training and other preparation for employment in the given sector by program?
- What are the characteristics of completers compared to non-completers?
- What are the course-taking patterns of students/participants from the time they enter the institution?
- What are the barriers that prevent students from advancing?
- Why do some students/participants not complete? How can barriers to completion be overcome and completion rates increased?

#### **DATA SOURCES**

- Student/participant information systems (for data on course-taking patterns and completion rates of longitudinal cohorts)
- Interviews/surveys with current students/participants, dropouts and completers
- Interviews/focus groups with faculty and student support staff

## **ENHANCING PLACEMENT AND ADVANCEMENT**

### **QUESTIONS**

- How successful are program completers in securing employment or advancing to better jobs in the target sector?
- What barriers to employment or job advancement do they face?
- How successful are program completers in advancing to the next level of education and training?
- What are the obstacles to advancement?
- What happens to non-completers?
- What needs to change to improve employment and further education outcomes?

### **DATA SOURCES**

- Interviews/surveys with program completers
- Interviews/surveys with employers that hire completers
- Unemployment Insurance (UI) wage record data (to track employment and wage outcomes and wage progression of completers and non-completers)
- Interviews/surveys with faculty at next level of education/training
- Data sharing with institutions/programs at the next level of education (to track advancement to and success of program completers at the next level)

***Developed by Davis Jenkins***

***Senior Consultant, Workforce Strategy Center***

## SEACC

### Using Data to Design, Manage and Improve Career Pathways

The process of building career pathways is heavily reliant on data, from the initial step of selecting industries and occupations for targeting, through the process of recruiting and retaining participants in pathways programs, to evaluating the effectiveness of pathways in promoting the career advancement of participants and meeting the workforce needs of employers. SEACC will follow these guidelines for collecting and utilizing data, starting with one priority industry/pathway.

The following outline identifies key questions to ask at each stage of the career pathways development process, and lists possible sources of data for answering them.

#### SELECTING TARGET INDUSTRY SECTORS

##### QUESTIONS

- Which existing or emerging industries are important to the economic future of your region?
- What is the current and projected demand for labor in these sectors? To what extent do the jobs in demand pay wages sufficient to support a family?
- What problems do employers in each sector have hiring, retaining and advancing workers
- What barriers do residents of your region face to securing the good jobs in demand or advancing to better positions in these industries?
- What education and employment programs related to each sector currently exist in the region? How well are they meeting the demand from employers and enabling residents to enter and advance in these fields?

##### DATA SOURCES

- State labor market information, including projections, by region
- Industry labor market studies (e.g., employer association hiring studies)
- Census data on workforce demographics (employment by industry, occupation, educational attainment, age, race/ethnicity, and residence)
- Local economic development studies and plans
- Data from state education agencies on test scores and graduation numbers and rates by high school and student race/ethnicity and gender.

Community-based organizations and social services agencies often provide recruitment and support services to individuals isolated from postsecondary education and career opportunities. They can assess candidates, supply them with case management services, and connect them to health care, child care, transportation, or other needed services. Additionally, these organizations may host classes or workshops, enabling community colleges or adult basic education programs to bring training opportunities directly to the students.

Community- and faith-based organizations can also contribute to career pathways in a number of ways, such as offering outreach to hard-to-reach and underserved populations, and providing recruitment and support services to workforce development projects. Partnerships should consider leveraging the following resources from these organizations:

- Employability and job readiness skills training
- Dress-for-success programs
- TANF resources
- Connection/network to low-cost support services
  - Day care
  - Transportation
  - GED programs
  - Remedial courses in English, math, and computer skills
  - Courses in English language proficiency

#### STATE AGENCIES

Agency leaders and policymakers may support competitive workforce strategies and career pathways from a statewide perspective. They may also provide a statewide vision, engage and support regional and local players, work to align policies and programs among various state agencies, and provide funding for the planning and implementation of the career pathways framework. Additionally, state agencies may establish parameters for measuring the performance of a career pathways system and help align its goals and outcomes with other state policies and investments.

#### REGIONAL / PRIVATE FOUNDATIONS

Regional foundations throughout the country are becoming involved in career pathways initiatives. They often play a convening role and provide support for planning and capacity building. As a partnership matures, regional foundations may be helpful in funding documentation, evaluation, and dissemination.

Private foundations are strong partners in support of workforce development efforts around the country. Their missions may focus on issues such as poverty, education, or social policy development and their geographic scope may be localized, regional, or national. Foundations may take a leadership role in collaborative efforts among industry/business, education, and public sector partners. They may also support career pathways by providing funds for any of the following:

- Local, state, regional, and/or national initiatives
- Pilot demonstration models
- Programs to increase capacity or access to benefits
- Strategic planning phases and grant writing
- Dissemination of policy papers documenting promising practices and lessons learned
- **Advocacy work for effective workforce development policy**

**SOUTHEAST ALASKA CAREER CONSORTIUM**  
**Budget - Year One**  
**Jan - June FY10**

**STAFF**

|                      |                    |          |
|----------------------|--------------------|----------|
| Regional Coordinator | 1.0 FTE x 6 months | \$36,000 |
| Program Manager      | 1.0 FTE x 6 months | \$30,000 |
| Admin Assistant      | 1.0 FTE x 6 months | \$16,000 |

Total                    \$82,000

Benefits @ 32%                    \$26,240.00

**Total                    \$108,240**

**FACILITY & UTILITY COSTS**

|                     |         |
|---------------------|---------|
| Electricity & Heat  | \$6,225 |
| Phones              | \$5,250 |
| Internet            | \$3,500 |
| Maint. & Janitorial | \$5,500 |

**Total                    \$20,475**

**SUPPLIES / EQUIPMENT / FURNITURE**

|                       |         |
|-----------------------|---------|
| 2 Computers & Scanner | \$3,500 |
| Office Supplies       | \$2,000 |

**Total                    \$5,500**

**CONTRACTUAL**

|  |         |
|--|---------|
| Publication Design & Promotional Materials | \$2,000 |
| Audio Conference                           | \$1,500 |

**Total                    \$3,500**

**TRAVEL & TRAINING**

|   |         |
|---|---------|
| Ketchikan/POW - 2 trips                 | \$1,900 |
| Juneau - 2 trips                        | \$1,100 |
| Petersburg/Wrangall - 1 trip            | \$800   |
| Kake - 1 trip                           | \$700   |
| Anchorage - 1 trip - ASTE Conf.         | \$1,100 |
| Anchorage - 1 trip - AACTE Conf. x 2ppl | \$2,000 |

**Total                    \$7,600**

**TUITION/COURSE FEES/SCHOLARSHIPS                    \$0**

**YEAR 1 TOTAL                    \$145,315**