

U.S. Senator Patty Murray

FY2010 Appropriations General Request Form

Instructions

The following form must be **completed and turned in by February 13, 2009**, along with any additional information. **No requests submitted after February 13, 2009, will be considered.** Please fill out this form in its entirety. If you have questions, please feel free to contact Senator Murray's office at 202.224.2621. **Please note: This form in its entirety could be made public.**

- If you are making a request within the jurisdiction of the Transportation, Housing, and Urban Development (THUD) Subcommittee of the Appropriations Committee, including Economic Development Initiative (EDI) funding, you do not need to fill out the general form. There is a separate THUD Appropriations form that you will need to fill out.
- If you are making a request with the jurisdiction of the Defense Subcommittee of the Appropriations Committee, you do not need to fill out the general form, there is a separate Defense Appropriations form that you will need to fill out.
- If you are making a State and Tribal Assistance Grant (STAG) within EPA, please fill out the STAG form attached.

To Submit This Form:

1. E-mail this form and any attachments to the appropriate Legislative Assistant in Senator Murray's office; **AND**
2. E-mail this form along with any attachments to appropriations@murray.senate.gov. You may return a hard copy, but you must send an e-mail copy.

NOTE: Cell phone numbers must be included for all contacts.

NOTE: Please indicate the Appropriations Subcommittee, recipient, and project title in your email subject line, e.g., "FY10 Labor-HHS Appropriations Request/City/Project Name" or "FY10 Interior Appropriations Request/Company/Project." If the project vendor has more than one appropriations request, please submit separate emails for each project.

1. **Date of Request:** February 3, 2009
2. **Appropriations Subcommittee of Jurisdiction:** HELP

Project Information

3. **Project Name (brief but descriptive title):** Workplace-Based Distance Learning for Low-Wage, Low-Skilled Adults

4. **Project Sponsor or Recipient** (city, county, organization name): **Workforce Training and Education Coordinating Board (Workforce Board)**

A multi-stakeholder partnership has created and will oversee the implementation of the Workplace-Based Distance Learning initiative. Washington's Workforce Training and Education Coordinating Board (Workforce Board) will serve as the administrator of the grant and convener of the initiative partnership. The Workforce Board serves as the performance accountability and policy development arm of Washington's workforce development system. The Board is tri-partite, equally representing business, labor, and state government. The research, development, and policy initiatives of the Workforce Board always encompass this tri-partite approach to workforce development, which is reflected here in the initiative steering committee.

5. **Location of Project** (include address, city and county): **Serves all Washington State, but operating agency is located at:**

**128 10th Avenue S.W.
Olympia, WA 98504
(Thurston County)**

6. Washington State County or Counties Benefited: All counties

7. Washington State Point of Contact from *Your Organization* (include name, address, business and cell phone, e-mail address):

Eleni Papadakis, Executive Director
128 10th Avenue S.W.
Olympia, WA 98504
Office phone: 360-753-5660
Cell phone: 360-507-3161
e-mail: epapadakis@wtb.wa.gov

8. Head of *your Organization* (mayor, executive, president, CEO, etc., include name, address, business and cell phone, e-mail address):

Executive Director: Eleni Papadakis (contact info above)

Board Chair: David Harrison
128 10th Avenue S.W.
Olympia, WA 98504
Cell phone: (206) 940-4789
e-mail: dsharr@u.washington.edu

9. D.C. Point of Contact, If Applicable (typically your D.C. area advocate, include name, address, business and cell phone, e-mail address):

Mark Rupp, Director
Washington, D.C. Office of Gov. Chris Gregoire
444 N. Capitol Street NW, Suite 411
Washington, DC 20001
Office phone: 202.624.3691
e-mail: mark.rupp@gov.wa.gov

10. Project Description, Purpose, and Activities to be Funded (Use up to 250 words to describe the project, what it will do, and why it is necessary. Describe the services and products that will be provided and the reasons for your request IN LAYMAN'S TERMS. This question is aimed at understanding the project and the reason for your request. Positive community impacts should be included in response to Question 34, below.):

Project partners, convened by the Workforce Board, will create a state framework to expand delivery of education and training opportunities to low income adult workers. From a review of the research, the best way to reach workers who cannot find the time or resources to go to school is to bring school into the workplace, with the support of their employers. Our higher education system is expanding on-line learning opportunities, but low-wage, under-skilled adults are not taking advantage--because they are unaware of their options, don't know how to or don't have access to the technology, can't afford, or can't make the time for school. Without a post-secondary credential, many workers will be unable to achieve economic self-sufficiency (for this project: 200% of F.P.L.) or long-term labor market success. This initiative will allow 6 demonstration projects to be established (270 workers trained), evaluated, and the lessons documented to inform better deployment of the state's higher education resources. Each of the pilots will be lead by a higher education institution, in partnership with employer sites, labor organizations, and a Workforce Development Council. Priority will be given to established partnerships, including labor-management training partnerships.

At least two projects will be in rural locations, and at least two will involve immigrant or Limited English Proficient workers and integrate basic skills and occupational training, and at least one project will take place in a healthcare setting. All projects will be designed to enhance worker prospects for job and wage progress, as well as meet a specific employer need.

This initiative is expected to reach at least 10,000 workers over ten years. The Washington framework will be created for use by any state, regional or federal policy-makers seeking to address the issues of under-skilled working adults.

Administration for this initiative will be the responsibility of the Workforce Board in coordination with the steering committee identified in Question 24. The Workforce Board is well-experienced with the fiscal administration of federal, state and private grant funding, as well with multi-faceted performance tracking, evaluation, and policy development. The Workforce Board has served as the state's administrator of federal Carl Perkins funds since 1991, and as the state's workforce investment board under WIA since 1999. Our relationships with our federal funders have been and continue to be stellar. Our most recent audit as Carl Perkins administrator was completed in January with no findings.

The Workforce Board also tracks the performance of federal and state workforce development investments in Washington state. The Board has created and utilized a core set of measures and a return on investment paradigm to evaluate the effectiveness of 12 different funding streams serving a wide range of populations. Due to the success of this work, the Workforce Board was selected by the U.S. Department of Labor to head a national team to develop the next generation performance management system to be used by federally funded workforce development programs across the country.

The partners involved in this initiative each have significant experience with the development and implementation of employer-based regional partnerships. Most of these partnership programs leverage private sector and other resources from public investments. The initiative administrator, the Workforce Board, created the Industry Skill Panel Program to support workforce pipeline development for critical industries. During the two years from 2006 to 2007, a state investment in Skill Panels of \$1,358,929 leveraged \$1,066,290 in private sector contributions and \$471,000 in national, state, and regional grants.

The Workforce Board will convene initiative partners regularly to establish pilot project parameters, including but not limited to the competitive application and review process, evaluation paradigm, performance tracking data elements and data collection procedures, and the selection of an external evaluator. Steering committee meetings will occur at least monthly in the early developmental phase of the initiative, and at least quarterly during the pilot implementation phase. Subcommittees, staffed by the Workforce Board, will be formed to oversee the various on-going aspects of the initiative. The full steering committee will work together on creating a policy framework for future state investments. Workforce Board staff will compile and submit required programmatic and financial reports as well as the final policy framework.

11. Project Goals and Results (Please describe measurable goals and expected results, and describe how the project will be evaluated and performance tracked):

The overarching goal of this initiative is to establish a framework for restructuring higher education for better access and success outcomes for low-wage adult workers—moving Washington towards an infrastructure that supports life-long learning and long-term economic mobility and success. While we will be starting small, expecting about 45 trainees at each of six (6) sites, we are designing for scalability, aiming to reach at least 10,000 workers in ten (10) years. Results of research-based demonstrations will instruct higher education, the employer and labor communities, and state policy makers on policy, technical, and financial promising practices. The evaluation of the six (6) partnership sites, our learning laboratories, will test for effective partnership structures, including design, delivery, and performance accountability; co-investment strategies; technological and other delivery mechanisms; support strategies for educational and personal needs of adult workers, and business and participant impact. At the regional project level, over a two-year period, our objectives include, at a minimum:

1. 270 low-wage, low-skilled workers complete at least two (2) credit-bearing or apprenticeship-track courses, if assessed as academically ready, or two (2) college preparatory, remedial, or pre-apprenticeship courses, if assessed to need such educational enhancement to enter a post-secondary program of study and if courses are either integrated with or contextualized for an occupational track.

2. 360 low-wage, low-skilled workers complete an "Orientation to Distance Learning" Course
3. A model for identifying and training "faculty extenders" will be developed. ("Faculty extenders" are supervisors or other skilled employees at the worksite who serve as coaches, mentors, or instructors to support participant learning.)

12. Economic Impact (Briefly describe the economic impact of this effort in terms of the total number of jobs new and maintained, the type of jobs, and where those jobs are located. Please list direct and indirect jobs.):

This project is designed to transform how Washington delivers education and training to its low-wage, low-skilled workforce, and eventually, all workers. The model engages employers to view their workplace as extensions of college campuses. This co-investment strategy will significantly expand the reach of higher education without the limitations of bricks and mortar campuses. The model is being developed specifically for low income workers to ensure that as technology and on-line learning continues to evolve, the low-wage worker is not left behind. The potential for the reach of this new infrastructure is limitless. At a minimum, we are aiming to reach 10,000 adult workers over 10 years.

While our initial primary target is incumbent workers, we expect to see some employers use this model to train new hires. It is not yet possible to determine the breakdown of the 270 participants expected to be trained. We do expect, however, that this initiative will avert some potential lay-offs, help workers who are stagnating in low-wage jobs to enhance their economic opportunities, and will help employers who experience high turnover rates and low productivity to improve both through the skill development of their entry-level workers. These strategies will improve the long term employability of the workers and the business viability of our state's employers.

Indirectly, we also expect to create a new category of job or jobs that focus on workplace-based learning distribution, including instructional design experts, technology professionals, and employer and labor site liaisons. These jobs may be modifications of existing positions or new stand-alone positions. Initially, we do not expect to see full-time, permanent jobs created with these funds. However, about six (6) total FTE, a combination of part-time staff will be required to oversee the design, implementation, and evaluation of the initiative at the state and pilot levels.

Funding Information

13. Federal Agency your Request is for: US Department of Education or US Department of Labor

14. Directorate, Program, or Account:

- **DOE: Office of Postsecondary Education, Fund for the Improvement of Postsecondary Education (FIPSE)**
- **DOL: Pilots and Demonstrations (P&D)**

15. Is this Project Authorized? If Yes, State Bill or Law Number and Section:

This project was authorized in the 2008 legislative session, but no funds were appropriated. State Bill: Substitute Senate Bill 6295. The bill amended the state statute of the Workforce Training and Education Coordinating Board, Chapter 28C. 18 RCW to coordinate, in consultation with a multi-stakeholder advisory committee, the development of a policy framework for workplace-based distance learning, including a survey of promising practices, and establishing eight (8) demonstration sites to test new models. Without the appropriation of new funds, the Workforce Board convened stakeholder partners and commissioned a national survey of promising practices. This request will allow us to advance to the demonstration (6 sites, rather than 8) and policy development phase of the initiative.

16. FY2010 Request (DOLLAR AMOUNT): \$1.7 million

17. FY10 President's Budget Amount (if applicable):

18. Language Request (Provide state requested language and indicate clearly which portions are appropriately bill language, report language, or both):

Bill: Workplace-based post-secondary education and training for low-wage adult workers, state-level model-building

Report: Workforce Training and Education Coordinating Board, with partners from public and private higher education, business, labor, workforce development, and the state legislature will establish six (6) regional learning laboratories for workplace-based distribution of post-secondary education and training for low-wage workers. Regional programs and strategies must be designed to enhance the job and wage progress of workers and the business operations of employers.

19. Previous Federal Funding (Provide amounts requested and received. Specifically break out all sources of federal funding for each period): **The WTECB and this partnership have not previously applied for federal funds for this initiative.**

FY09 (include amounts in FY09 House and Senate bills and/or the FY09 Omnibus):

FY08:

FY07:

FY06:

FY05:

FY04:

FY__:

20. Previous State and Local Government Funding and Private Funding (Provide amounts received only. Specifically break out all sources of federal funding for each period):

FY09: Washington legislature passed Substitute Senate Bill 6295 authorizing the creation of this initiative, but no funds were appropriated due to the tight budget situation. Partners have been working on this matter largely pro bono, although WTECB did commission WSU to do a national survey of promising practices in workplace distance learning (contract amount: \$15,000). We have not calculated the value of the in-kind contributions to this effort.

FY08:

FY07:

FY06:

FY05:

FY04:

FY__:

Additional Information—Project Support and Partnerships

21. Partners Working on this Project/Program (Please list all private, local, state, federal and tribal partners. Please provide contact information, including title, organization and a telephone number and cell phone number for each partner):

Ann Daley, Executive Director

Higher Education Coordinating Board
917 Lakeridge Way
Olympia, WA 98504
(360) 753-7810

Rick Bender, President

Washington State Labor Council
314 First Avenue West
Seattle, WA 98119
(206) 281-8901

Charles Earl, Executive Director

State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

(360) 704-4355

Jaime Garcia, Executive Director

Health Work Force Institute
Washington State Hospital Association
300 Elliott Avenue West Suite 300
Seattle, WA 98119
(206) 577-1828

James W. Harrington, Jr.

Faculty Legislative Representative
Professor of Geography
University of Washington
Seattle WA 98195-3550
(206) 616-3821

Mike Hudson, Executive Director

Association of Washington Business Institute
1414 Cherry St. SE
Olympia, WA 98507
(360) 943-1600

Senator Derek Kilmer, Chair

Senate Higher Education and Workforce Development Committee
226 John A. Cherberg Building
PO Box 40426
Olympia, WA 98504-0426
(360) 786-7650

Lisa Nisenfeld, President

Washington Workforce Association
SW Washington WDC
805 Broadway St, Ste. 412
Vancouver, WA 98660
(360) 567-1073

Lew McMurrin, Vice President

Government and External Relations
Washington Technology Industry Association
2200 Alaskan Way, Suite 390
Seattle, WA 98121
(206) 448-3033

Eleni Papadakis, Executive Director

Workforce Training and Education Coordinating Board
128 10th Ave SW
Olympia, WA 98504
(360) 753-5660

Diane Sosne, President

SEIU Healthcare 1199 Northwest
15 S. Grady Way, Ste 200
Renton, WA 98055
(425) 917-1199

Chris Strow, Principal Economic Policy Analyst

Puget Sound Regional Council
1011 Western Ave, Suite 500
Seattle WA 98104-1035
(206) 971-3051

Representative Deb Wallace, Chair

House Higher Education Committee
17th Legislative District
429 Legislative Building
PO Box 40600
Olympia, WA 98504-0600
(360) 786-7976

Gena Wikstrom, Executive Director

Northwest Career Colleges Federation
16700 NE 79th St., Ste. 201
Remond, WA 98052
(425) 376-0369

22. Partner Contributions (Please describe the specific contributions (monetary, in-kind or other) that each partner will make to the project):

At this point in the project's development, partner contributions are expected to be in-kind. As the demonstration sites get underway, we expect that additional program resources that are designed to serve adult workers will be applied. For example, a healthcare education and training labor-management trust fund, or state-supported Job Skills Program funds may be used to support specific training delivered at the workplace using the newly designed model. Employer partners may contribute cash to the establishment of their workplace classroom, stipends for faculty extenders, and covering a portion of the wages for employees while in training. Specific contributions will be determined as demonstration projects are solidified. At a minimum, we expect to leverage contributions as follows.

Anticipated state partner contributions include, but are not limited to:

1. Design and development of selection process for regional demonstration sites (e.g., creating RFP process and scoring criteria, review and selection of proposals):

14 partner agencies x 30 hours X \$150.00/hr = \$63,000

2. Establish evaluation parameters, and design selection process for third party evaluator(e.g., creating RFP process, proposal review, and selection of evaluator):

14 partner agencies X 15 hours X \$150.00/hr = \$31,500

3. Employers will contribute to the establishment of an on-site learning environment for their employees, including, but not limited to curriculum development, classroom space, technological infrastructure (e.g., computers, mixed media equipment, internet access), wage release time, loaned instructors or faculty extenders. Leveraged match from employers is expected to total at least one dollar for every dollar of federal funding expended at the workplace.

6 regional demonstrations (2 to 4 employers per region) X \$150,000 = \$900,000

Minimum estimated total match: \$994,500.00

23. Current Status of Project: Most of the partners have been working together for over a year to develop the concept. The initial effort was geared to a state-funded research and demonstration initiative. The concept was adopted by Senator Derek Kilmer and Representative Deb Wallace, and was introduced as a bill in the 2008 legislative session. Substitute Senate Bill 6295 was passed, authorizing the Workforce Board and its partners to select up to eight (8) demonstration projects for funding (this proposal seeks funding for six demonstration sites), and directing the Workforce Board and the State Board for Community and Technical Colleges (SBCTC) to undertake baseline research on promising practices. While the bill passed, no funds were appropriated due to the poor budget climate. The Workforce Board and the SBCTC did complete their preliminary research tasks with existing available funds. The interim report package is attached for your review.

On December 2, 2008, the partners held a facilitated day-long discussion with business, labor, and higher

education representatives, and policy-makers from the legislature and Gov. Gregoire's office. The day was facilitated by the Corporation for a Skilled Workforce (CSW) Founding Director, Larry Good, and his associate, Lindsey Woolsey. CSW is a national research and consulting organization specializing in employer engagement strategies for workforce development.

An overview of the baseline research was presented. Attendees were asked to comment on what they heard, and offer their perspectives on the value of a workplace-based distance learning infrastructure, and on the barriers or concerns in developing such a program. There was overwhelming support for the concept, and many questions and considerations were offered for making the model a reality. The partners came together at the end of the day, also facilitated by CSW, and committed to moving forward on the concept proposed here. They agreed that a period of informed practice, via evaluated demonstrations, is needed to create the restructuring framework. Proceedings from the event and discussion forums on workplace-based digital learning can be found at: <http://workplacebasedlearning.ning.com/>.

24. Current Phase this Funding is for: Funding is for Phase II of the project. Phase I was the early baseline research and facilitated discussion. Phase II will help partners shape the state's policy framework for a sustainable infrastructure of distributed learning for working adults. Phase III will be the adoption of the framework established with these funds in Phase II. All partners are committed to carrying this effort through to adoption.

25. If requested federal funds are received, when do you anticipate spending these funds by? (month and fiscal year): September, 2012

26. Expected Completion Date of the project: September 30, 2012

27. Total Estimated Cost of Project: \$2,694,500.00

28. Does the Funding Requested Complete the Project? (Y/N): Yes. Sufficient model-building and model-testing will have been completed to create a viable policy framework for Washington. Phase III, the adoption phase will be achieved either with existing resources, or new or restructured state resources.

29. If No, What are the Expected Future Federal Appropriations Requests?

30. If no, how are you going to get funding to complete the project?

31. Other Members of Congress Receiving this Request: No other members at this time.

32. Additional Information or Comments:

33. Attachments (if any): Substitute Senate Bill 6295, copy of interim report submitted to legislature in accordance with SSB 6295

Public Release Section

The information you include in this section will help our office highlight your efforts in the media and will be used on our website. Appropriations requests often must be explained or justified to the public. As a result, information provided in this appropriation request form may be used or distributed by Senator Murray's office without prior notice.

34. Please Describe in Layman's Terms the Most Direct Positive Impacts this Project will have on the Surrounding Community and State. (If, for example, your project creates or retains family-wage jobs, improves local infrastructure or spurs economic growth, be sure to include who will be affected and how local quality of life will be improved. Please be sure to provide specifics about the areas of Washington state that will be served by this project.):

Washington's businesses and under-skilled workers will have greater access to education and training through this transformative initiative. Washington state will be much closer to a true culture of life-long learning—and the infrastructure to support it! With an infrastructure in place that brings the classroom into the workplace, this initiative will reach at least 10,000 low-wage, low-skilled workers over ten years.

So many of Washington's workers need to upgrade their skills and knowledge to be successful on the job, but they can't make the time to get to school. Employers need their workers to be up-skilled, but they find it difficult to coordinate the education and training needs of their workers with their workplace needs. The state cannot restructure or build new college buildings to accommodate all the needs of workers and employers across the state. The solution to these problems lies at the intersection of these three perspectives. Together, employers, workers and labor organizations, and education and training providers will design a workplace-based distance learning model that makes sense to both businesses and their employees, and that is a viable model for post-secondary education to implement and sustain.

35. Please explain briefly why this project is a meritorious use of taxpayer dollars.

This investment will generate a new, sustainable model for education and training for under-skilled workers. Low-wage, low-skilled workers—the working poor—will be able to progress on the job towards economic self-sufficiency. Employers will have training at their doorstep to up-skill their workers. Washington's businesses, workers and labor organizations will be better able to respond to the new skill needs of the global marketplace and 21st century workplace.

The model will be developed for Washington, but will be useful to any state or region struggling to address these issues. The use of technology and the workplace, a strategy that doesn't require "bricks and mortar" investments, will ensure the model's scalability.

36. Quote (Please include a quote from the appropriate member of your organization about the importance of this project and identify that member by full name and title or position. This quote will be used in press releases that are generated by our office.):

"What often is overlooked in our constant push for building a competitive workforce is the complexity of making education and training more accessible to our lowest skilled workers, who must overcome tremendous barriers to attend a traditional classroom setting. To be competitive in the 21st Century, we need to better use our new technologies to deliver that training where we know our working poor have to be each day. . . the workplace."

--David Harrison, Chair, Workforce Training and Education Coordinating Board

37. Press Contact (Appropriate contact within your organization for press. Please include name, email address and phone numbers, including a cell phone number.):

Tim Sweeney
Marketing Director
Workforce Training and Education Coordinating Board
128 10th Avenue SW
Olympia, WA 98504
(360) 586-8678
tsweeney@wtb.wa.gov