

TEIN 16-96 Attachment

American Association of Community Colleges
U.S. Department of Labor

**AACC/DOL
1997 WORKFORCE DEVELOPMENT AWARDS**

Request for Applications

Electronic Version

The American Association of Community Colleges and the U.S. Department of Labor are pleased to announce the presentation of the first annual Workforce Development Awards. Cash grants of \$10,000 each will be awarded to four exemplary community college programs that are building the skills of U.S. workers and aiding them in successful transitions to further learning or employment. The winning colleges will be honored at the AACC Convention in Anaheim, California in April 1997.

The AACC/DOL Workforce Development Awards are designed to:

- o Reward and promote excellence in workforce development and transition services in community colleges throughout the nation.
- o Identify and publicize innovative ideas, model programs and exemplary practices that can be adopted by community colleges and other providers in the arena of workforce development and transition services.
- o Honor community colleges and their partners -- whether employers, labor unions, government agencies, secondary schools, or community-based organizations -- whose joint efforts have resulted in significant benefits to current and future workers in their communities.

CATEGORIES

One award will be given out for exemplary and innovative programs in each of the following categories:

1 **One-Stop Career Center Services/America's Job Bank Implementation:**

Eligible programs for this category will have implemented, in a one-stop setting, information and guidance services for individuals seeking jobs, career paths, or further education and training. Services provided adhere to the principles of universality, customer choice, program integration and accountability. High quality labor market information, including customer access to America's Job Bank (AJB), is available in an eligible program.

2. **Dislocated Worker Services:**

Eligible programs include specialized and innovative services for workers who have already lost their jobs or have received specific notice of permanent layoff, due to downsizing, plant closure, or base closures, and for workers who are chronically unemployed and have limited opportunities for re-employment in the same or similar occupations.

3. **Incumbent Worker Training and Education:**

Eligible colleges offer both: business outreach services to promote increased investment by employers in worker training and education and specialized training, retraining, upgrading, or other education services sponsored by an employer or consortium of employers and offered to currently employed (incumbent) workers.

4. **Career Pathways for At-Risk or Special-Needs Youth:**

Eligible in this category are programs and services specifically targeted to the education and employment needs of at-risk and special-needs youth 14 to 25 years of age. At-risk and special-needs youth include but are not limited to those who have dropped out of high school, have low levels of basic and occupational skills, and have little work experience or knowledge of the demands of the workplace. This category may include members or heads of welfare families, offenders or ex-offenders, or individuals with significant disabilities or other special needs. Eligible programs also use work-based learning, career interest assessment, integrated academic and vocational curriculum, or other elements identified in the 1994 School-to-Work Opportunities Act.

SELECTION PROCESS

Applications will be reviewed by a committee composed of community college leaders and U.S. Department of Labor officials. Application will be judged against others in the same category. A single winner will be selected for each of the four categories. For each award category, there are likely to be two or more semi-finalists. Semi-finalists will be notified in February and should anticipate a site visit from U.S. Department of Labor or AACC staff to verify the information contained in the application.

Concisely written applications are preferred.

APPLICATION INSTRUCTIONS

Eligible Colleges and Programs: Applications are invited from CEOs of AACC member institutions for programs that were operational in 1995-1996 and have continued into 1996-1997. Programs must provide concrete evidence of partnership and linkages from other organizations, either private or public. Colleges may apply in more than one category; however, no college will receive more than one award.

Application Checklist: Each application should include:

- o A completed Section I listing names and addresses (this section can be of any length);
- o A completed Section II providing basic program information (this section can be of any length).
- o A completed Section III on the five critical information areas (no more than 10 pages total).
 - Applications with more than 10 pages for Section III will not be considered. Where appropriate, use bullet points, lists, tables or other graphics, rather than full text.
- o Three letters from external partners or community stakeholders (no more than two pages each).
- o A signed transmittal letter from the college CEO.

Scoring and Criteria

1. Applications will be scored on a 100-point scale based only on the five areas of critical information in Section III -- each worth up to 20 points.
2. All parts of all five critical areas of information in Section III must be addressed. Also, at a minimum, be sure to address the criteria listed for each award category (see Minimum Criteria below).
3. Letters of support from not more than three community partners or other actors, to be included with the application, will be used in supporting scores in some or all of the information areas. The letters should describe and verify the impact of the program on the target groups, businesses, or community-at-large.

Format:

Present all information in printed hard copy, on single-sided, 8.5"x11" paper, with margins of 1.5" or more. Use 12-point type or larger. Applicants can supply an electronic version of the cover pages and substantive information areas on a 3.5" disk -- useful if the information is later needed for publication. Photographs are welcome; however, promotional materials and video presentations will not be considered in judging the application. As noted above, applications with more than 10 pages for Section III will not be considered.

Mailing Address: Mail or deliver the complete application package to:

AACC/DOL Awards Committee
 Attn: Dr. James McKenney
 American Association of Community Colleges
 One Dupont Circle, N.W., Suite 410
 Washington, DC 20036-1176

Faxed or e-mailed materials will not be accepted.

Deadline: January 10, 1997.

Questions about the Award or the Application? Contact: Dr. James McKenney at AACC at (202) 728-0200, ext. 226 or via e-mail: jmckenney@aacc.nce.edu.

Additional or Electronic Copies of the Application Form: Contact:

Ms. Ada Phillips
American Association of Community Colleges
One Dupont Circle, N.W., Suite 410
Washington, DC 20036-1176
Phone: (202) 728-0200, ext. 256
e-mail: aphillips@aacc.nche.edu

Please specify if you would like a hard copy or electronic version (WordPerfect 6/6.1 or Pagemaker 5.0 for Windows) of the application. If an electronic version is requested, please provide an e-mail address to which it can be sent.

APPLICATION FORM
AACC/DOL 1997 WORKFORCE DEVELOPMENT AWARDS

CATEGORY of application: (Please check one)

- One-Stop Career Centers Services/AJB Implementation
- Dislocated Worker Services
- Incumbent Worker Training and Education
- Career Pathways for At-risk and Special Needs Youth

SECTION I - Names and Addresses (Use as many pages as needed.)

Name and Address of Community College:

Mailing Address:

Street Address:

Name of Program (Add address if different from that of community college):

Mailing Address:

Street Address:

Principal Contact Person:

Name:

Title:

Mailing Address:

Street Address:

Phone:

Fax:

E-mail

College CEO or President:

Name:

Title:

Mailing Address:

Street Address:

Phone:

FAX:

E-mail:

U.S. House of Representatives district(s) in which the institution or program are located:

Names of current U.S. House representatives:

Partnership Organizations or Employers:

Name:

Title:

Mailing Address:

Street Address:

Phone:

FAX:

E-mail:

SECTION II - Basic Program Information

1. Brief description of the project/program: (50 words or fewer)

2. Individuals and/or businesses served: Please provide information from the most recent full year of operation (please specify time period) and for the current year to date on:
 - o How many individuals were served, noting basic demographic breakdowns such as gender, age, educational level, income level, etc.; and
 - o How many employers were served, and information as appropriate (company size, industry, type of occupations, etc.).

3. Date program become fully operational (month and year):

4. Costs and funding:
 - o Accounting Period: from _____ to _____
 - o Estimated total expenditures of program/services:
 - o Total funds received in same period:
 - o Breakdown of funds received by source:

College:

Direct grant(s): (Please specify if Federal, State or local or foundation funds and note department/agency):

Contract(s): (Please specify partner.)

Student tuition and fees:

Employer fees:

Other (please identify):

In-kind contributions (please specify donor, type of contribution and value):

SECTION III - Critical Information Areas

Attach pages (no more than 10) on the following five areas of information. Information for each area should begin on a new page. Each area is worth up to a total 20 points. Address all parts of each area and be sure the information covers the minimum criteria for each award category (see below).

1. **Service Design and Components: (20 points)** Describe the types of services and the overall service design, making clear how these uniquely and comprehensively meet the needs identified for individuals and/or businesses (as appropriate). Identify the attributes that demonstrate high quality in service design and delivery.
2. **Outcomes and Effectiveness: (20 points)** Describe the most recent and relevant results from the last yearly cycle of data collection and/or evaluation showing impact or effectiveness. Provide a narrative description of the outcomes, successes and impacts of the services. Include a description of the general strategy for measuring effectiveness and/or impact, including the data sources used and how the program assures the use high quality and reliable data.
3. **Linkages/Partnerships: (20 points)** Describe the nature of joint agreements and activities with other educational institutions, State or local government agencies, including local JTPA administering entities or substate grantees, Private Industry Councils or other local workforce oversight and policy bodies, private nonprofits, community-based organizations, businesses, business or trade organizations, labor unions or other employee representatives, other external organizations, and internal partnerships with other parts of the college itself.

Identify the partners, their specific commitments of funds and other resources (equipment, space, instructors, curriculum, etc.), and specific service arrangements, such as facilities sharing, referral agreements, joint curriculum development, information-sharing, etc.

4. **Leadership, Management, and Entrepreneurialism: (20 points)** Identify:

- o Concrete examples of support from the community college's leaders and from top management in partner organizations;
 - o Unique features of internal management that help assure continued quality and high levels of performance and satisfaction among students, stakeholders, and partners, and in particular how data on performance is used in changing or improving the program or services;
 - o The role of instructors or other front-line staff in developing and improving the program; and
 - o The unique leadership demonstrated to initiate the project and keep it going.
5. Innovation and Replicability: (20 points) Describe the features that are unique, innovative, and exemplary compared to traditional programs/projects. (If using an existing model, explain how this program adapts the model to the conditions and needs of the students or employers involved.) Explain why this is a replicable model and what are the most important factors for success in future efforts to implement this approach. Note whether and how outcome information on performance of the program is made available to consumers and stakeholders.

MINIMUM CRITERIA

ONE-STOP CAREER CENTER SERVICES/AMERICA'S JOB BANK IMPLEMENTATION

Service Design and Components

- o Comprehensive information on careers, job openings, and sources of education and training in the local area.
- o Comprehensive information on financing and other services available through federal and state programs.
- o Implementation of an "access zone" to America's Job Bank (AJB).
- o Evidence of universality -- services and information are available to jobseekers and potential learners/students, including those not enrolled in the college.
- o Individualized assessment and career guidance for those customers who request it.
- o Evidence of highly customer-oriented and accessible services, reflected in the flexible scheduling of office hours and availability of trained information and career counselors and mentors for the AJB "access zone."

Outcomes and Effectiveness

- o Evidence that the customer is invited to comment on the services and information provided.

Linkages/Partnerships

- o Evidence of active linkages/partnerships with States, local governments, businesses, One-Stop Career Center principals, and other community principals concerned with workforce development.

Innovation and Replicability

- o Information on what would be successful factors for implementation by other community colleges or systems.

MINIMUM CRITERIA

DISLOCATED WORKER PROGRAMS

Service Design and Components

- o Availability of initial assessment of skills and career interests of the dislocated workers.
- o Appropriate guidance and matching of worker interests/skills and courses/programs, focussing on occupations anticipated to be in future demand.
- o How the program addresses the need for basic skill upgrading.
- o Accommodation to needs of dislocated workers, such as concentrated courses or programs, use of open-entry, open-exit arrangements, or other modifications.
- o Offering opportunities for dislocated workers to exercise personal choice in the type of training or education they receive.
- o Direct provision or referral arrangements for services to meet the non-employment needs of participants, including supportive services, credit counseling, and information about benefits programs.

Outcomes and Effectiveness

- o Post-program employment retention and average percentage of old wage earned in new job, or measures similar to those in DOL dislocated worker programs under the Job Training Partnership Act (JTPA).

Linkages/Partnership

- o Evidence of active partnership/linkage with local and/or State dislocated worker programs, and with local or State economic development agencies.
- o Relationship with local Private Industry Council or Workforce Development Board.
- o Evidence of active partnership or linkages with businesses or labor unions.

MINIMUM CRITERIA

INCUMBENT WORKER TRAINING AND EDUCATION

Service Design and Components

- o Evidence of systematic assessment of business climate and needs and aggressive, innovative business outreach.
- o Assessment of skills and knowledge of entering worker students, and program components that address skill deficits and needs.
- o Curriculum design that is demonstrably related to the employer's need.
- o Use of teaching/learning techniques that are geared to adult learners and employer needs.
- o Other services provided to ensure success, such as on-site student services.

Outcomes and Effectiveness

- o Business customer and student satisfaction measures; evidence of learning gains; and other measures, such as documented increased productivity in the business(es), measures of repeat business, or new contracts/agreements.

Linkages/Partnership

- o Substantial documented financial commitment from the employer and/or employer organizations.
- o Support from or linkages with business or trade associations and labor unions or employee representatives.
- o Use of an employer service representative (person designated as the official liaison with employers/labor)
- o Relationship with local Private Industry Council or Workforce Development Board
- o Linkage with economic development agency in your county, community, or State, and description of that relationship.

MINIMUM CRITERIA

CAREER PATHWAYS FOR AT-RISK OR SPECIAL NEEDS YOUTH

Service Design and Components

- o A clear targeting strategy, including a description of the segment of the youth population toward which this strategy is geared. Please note how many of those served met the targeting criteria.
- o Recruitment techniques and strategies likely to attract the target population.
- o Strong initial assessment of needs, career or academic interests, and skill levels.
- o Clearly stated goals oriented toward the academic and work-related needs of the young people in the program.
- o How services and activities are geared to needs, interests, preferences and level of social and psychological maturity of program participants.
- o Use of work-based learning, classroom learning, connecting activities, career interest assessment, integrated academic and vocational curriculum (either in mainstream or in developmental education), articulation between secondary and postsecondary occupational curriculum, or other elements identified in the 1994 School-to-Work Opportunities Act.

Outcomes and Effectiveness

- o Credible data showing effectiveness in retention, completion, transition to employment and/or further education.
- o In programs focussing on upgrading basic skills, pre- and post-testing, and the results.

Linkages/Partnership

- o Linkages with other youth-serving institutions or agencies, such as the secondary school system, JTPA youth programs, the juvenile justice system, or programs serving disabled youth.