

FY 2010 Earmarked Proposal to the:

U.S. Department of Labor Employment and Training Administration

Project Title: Job Training in the Green Impact Zone

Submitted By:

**The Junior College District of Kansas City dba Metropolitan Community College
Institute for Workforce Innovation, 3200 Broadway, Kansas City, Missouri, 64111,
816-604-1204, 816-759-1315 fax; Carolyn.Brown@mckkc.edu**

Transmitted By:

Carolyn Brown, AOR, Director of Resource Development



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SF-424 Application for Federal Assistance	1
I. TECHNICAL PROPOSAL.....	2
1. Abstract	2
2. Statement of Needs	3
A. Project's Purpose	3
B. Description of the Major Issues Addressed.....	3
C. Individuals to be Served (Participants).....	5
3. Description of the Impacted Area.....	5
A. Area Delineated.....	5
B. Labor Market Information for the Area	6
C. Socioeconomic Information for the Area	7
4. Statement of Work	7
A. Project Goals	7
B. Major Project Components	8
C. Work Schedule	11
D. Partner/Collaborator Participation.....	12
E. Linkages with the Workforce Investment System	12
5. Project Outcomes	13
A. Performance Measures and Planned Outcomes	13
B. Evaluation Component.....	14
6. Management and Personnel	14
A. Applicant Organization and Project Administration	15
B. Staffing Level Rationale.....	18
7. Sustainment Plan.....	20
II. BUDGET	21
A. Budget Information Form	21
B. Budget Category Excel Worksheets and Budget Narrative.....	21
III. ATTACHMENTS	23
A. Letters of Commitment.....	23
B. Staff Resumes.....	23
C. Articles of Incorporation (if applicable)	23
D. IRS Status Form (if applicable)	23
E. Indirect Cost Agreement (if applicable)	23

SF-424 Application for Federal Assistance

Insert a completed form SF 424 here. This form is included on the Earmark Training CD. The Earmark Training CD includes the form. The form may also be downloaded from the ETA website at: <http://www.doleta.gov/sga/forms.cfm>, click SF 424 Application for Federal Assistance. Subs

The following Project Technical Proposal template with brief instructions is provided for your convenience, for completing your proposal. There are also more detailed instructions and examples in for detailed instructions in The Proposal Guide, Section I.

DO NOT REMOVE THE INSTRUCTION BOXES FOR EACH SECTION. THEY ARE USED BY THE REVIEWER

I. TECHNICAL PROPOSAL

1. Abstract

See Proposal Guide, Section I-1, for detailed instructions and examples for the Abstract. Recommend allowing one page in length.

Answer these questions:

What is the purpose that the project is intended to accomplish? This must reiterate the purpose contained in the Earmarked Appropriation line of the Congressional Conference Report but you may add clarifying details. Recommend a paragraph or less.

Who are the grantee and the project partners? Provide applicant organization's name. Briefly describe roles, contributions of key partners, and other substantial contributors. Recommend a paragraph or less.

Why are you implementing this project? Briefly describe the needs addressed by the project. Recommend a paragraph or less.

What outcomes do you anticipate for your project? These will commonly be stated in terms of outcomes for individuals, but may include other desired outcomes depending on of project.

How will you deliver services? Discuss components of the project and how they relate to the need. Mention any unique features of your service methods or delivery mechanism. Recommend one or two paragraphs.

The purpose of this project is to create a Sustainability Training Center to provide opportunities for disadvantaged youth and young adults through sustainable training programs and sustainable career paths. The Center will provide a full range of skill assessment, job readiness training, and placement in high growth and emerging industries to unemployed and low-income people between 16-24 years of age. The primary partners of the Sustainability Training Center are the Metropolitan Community College-Institute for Workforce Innovation and Kansas City Full Employment Council with additional support from Green Works.

The Sustainability Training Center will be administered by Metropolitan Community College-Institute for Workforce Innovation (MCC-IWI). The MCC-IWI is a comprehensive training and education model that delivers programs specifically to prepare unemployed workers for high-demand jobs and careers. The Full Employment Council is the Workforce Investment Board whose mission is to obtain public and private sector employment for the unemployed. FEC will partner with the Sustainability Training Center to provide recruitment, screening for all participants. Additional support for the Sustainability Training Center is provided by Green Works, a non-profit organization that engages urban youth in sustainable environmental stewardship and the green economy. As a contractor Green Works will provide younger participants with workplace training and placement into a summer internship program.

There is a great need for this program in the Kansas City area based on the high rate of unemployment of low-income teens and young adults, the decrease in availability in academic and workplace skills to this population, and the shift in the availability of jobs. The program will be open to a large population of low income teens and young adults; however it will target individuals that reside within the Green Impact Zone of Kansas City, MO. Current statistics show that approximately 64% of Green Impact Zone residents are unemployed. Additionally nearly one-third of Green Impact Zone residents are 30 years of age or younger.

The outcomes for participants will be two-fold: 1) establish a firm foundation of academic and workplace skills which will position participants for workforce entry and advancement in productive and meaningful careers; 2) obtain placement in sustainable jobs.

As participants are gaining applied academic skills at MCC, they will simultaneously be engaged in seminars in workplace applications and experiential job site training through the MCC's Sustainability Training Center. Advanced seminars in workplace applications include topics such as customer service, problem-solving, conflict resolution, teamwork, goal setting, communication, and time management. This training will occur in classroom and hands-on lab settings. The goal of the workplace applications and job site training is to provide participants with the technical knowledge, skills and aptitudes fundamental for success in the targeted sustainable careers in the healthcare sector and green job initiatives.

Statement of Needs

See Proposal Guide, Section I-2, for detailed instructions and examples.

A. Project's Purpose

Describe the purpose that the project is intended to accomplish. This must reiterate the purpose contained in the Earmarked Appropriation line of the Congressional Conference Report. Only activities that substantially conform to the Congressional text are eligible for funding under the Earmarked Program but you may add clarifying details. Recommend a sentence in length.

The purpose of this project is to develop a Sustainability Training Center that will serve the unemployed population in Kansas City. The Center will provide a full range of job readiness, training and placement in high growth and emerging industries through the partnership of Metropolitan Community College-Institute for Workforce Innovation (MCC-IWI) and the Full Employment Council of Kansas City (FEC), with additional support from Green Works.

B. Description of the Major Issues Addressed

What are the major issues or problems that the project is addressing in conjunction with the project's purpose? Generally these should be no more than a half dozen in number, but for some project designs, might consist be a single, distinct issue. Provide enough factual (preferable quantified) information to explain the issue and its significance.

The scope of each issue should be no longer than the project is proposing to address. For example, a project with a neighborhood focus should not address a state-wide issue.

Section 171 of the Workforce Investment Act (see Appendix B of Reference Book 1)--which governs what is permissible for demonstration, pilot and similar projects funded with an Earmarked appropriation--requires that "such projects shall include the provision of direct services to individuals to enhance employment opportunities." Therefore, with rare exception, one or more of these issues must be about the needs of the individuals that the project will serve.

The issues will be used to organize the remainder of the technical proposal.

The following issues and problems have been identified as areas of need to be addressed by the Sustainability Training Center.

Issue #1 – High Rate of Unemployment in Lower-Income Teens and Young Adults:

In the face of recession, the employment rate of U.S. teens fell to a record low of 26.2% by October-November 2009, the lowest since the post World War II period. In a direct reflection of the national trends, most of the states in the industrial Midwest (including Kansas City, MO) have seen a deterioration in teen employment rankings over the past decade. While the Midwest is not the only region of the country suffering from effects of the recession, some urban areas have been hit harder than others. Information distributed in February 2010 by the Kansas City Full Employment Counsel (FEC) listed the unemployment rate for Kansas City at 10.1%, with an unemployment rate of 10.8% for Jackson County residents.

Jackson County encompasses the heart of Kansas City, is home to over 700,000 people, and contains one of the largest low-income areas surrounding the city – the Green Impact Zone. This area of Kansas City has been subjected to severe deterioration and has **overall unemployment rate of 64%**. With 30% of the population under 30 years of age, there is a dire need to provide this low income teen and young adult population with the resources to improve their current economic situation.

Issue #2 – Decrease in Academic Skills and Work Place Training:

As part of a right sizing effort by new leadership of the Kansas City, Missouri School District, 40% of the schools in the district have closed for the academic year of 2010 showing the significant trend of suburban flight. Additionally some local schools are in jeopardy of losing accreditation. As a result, many local area teens and young adults have poor academic skills including reading and basic math. At MCC this academic gap is evident in the statistic that approximately 60% of students enter the college needing remediation in basic skills.

The avenues for academic attainment are shrinking for Kansas City's youth population and while some make it through schooling despite limited skill acquisition, there are many others who do not. The Kansas City Missouri School District has a 25% drop out rate which is the highest in the state and significantly higher than an average statewide rate of 4.2%. For those teens and young adults across the nation who are high school drop outs only 38% are able to find some form of employment. These alarming statistics add up to more teens and young adults in the Kansas City area entering the workforce with limited skills to obtain quality and sustainable employment.

Issue #3 – A Shift in the Availability of Jobs:

Traditional industries, such as construction and housing development, are experiencing declining revenues. Therefore, in order to attain and retain employment, the unemployed must participate in training for sustainable and in-demand career paths including healthcare, information technology, and the green economy. The Missouri Economic Research & Information Center rates careers in these fields as having the best job outlook for the next 4 years. The most prominent growth is taking place in the healthcare industry. It is reported that recently 27,000 new jobs were created by hospitals, long-term care facilities, and other healthcare venues. Healthcare will continue to be a sustainable career path as an increased number of people begin to age and life expectancies become longer. There is also a great push for jobs that help protect

and preserve our environment. More states, cities, businesses, and homeowners are making green living an initiative, creating a new standard for the way that we live.

Individuals to be Served (Participants)

In this section describe the population of individuals to which the project will provide services. Include any eligibility requirements that the project will use.

Also explain why this population was selected.

a) Description of Individuals Being Served and Eligibility Criteria (if Applicable)

Current and future eligible participants must be between 16-24 years of age and residents of Kansas City, Missouri, with specific attention to those living within the Green Impact Zone. The Sustainability Center will serve 215 participants over the one year grant period with 120 of these participants receiving tuition support through the FEC. To qualify for assistance through the FEC participants must meet their guidelines for living at least 200% below the poverty line and unemployed. To qualify for a scholarship through MCC the participant must be chronically unemployed, or a recent high school graduate or drop out, who is not academically prepared for higher education.

b) Rationale for Selection

The target participants for the program are those with the greatest need for employment assistance and skill development. The project will focus on the Green Impact Zone because this area represents residents with the most significant needs in the region. A large number of teens and young adults living in the Green Impact Zone are currently unemployed or are heading towards unemployment. These individuals will face many challenges when trying to establish themselves within the workforce based purely on their limited work experience, lack of formal higher education, and the absence of required workplace skills.

The Sustainability Training Center will work with the FEC for participant selection because they serve individuals with extreme need for workplace skills and employment. FEC will be able to target those individuals specifically living within the Green Impact Zone. Providing scholarships to younger individuals through Green Works is essential to intercept the youth generation that are headed down the path of meeting FEC standards in the future. Presenting opportunities for these individuals to learn basic workplace skills and engage in field experience the Sustainability Training Center decreases the chances they will fall into extreme poverty later in life. As a result this project will not just support individuals, but rather the entire community by teaching the value of sustainable jobs and supporting other initiatives to improve the overall welfare of those in the Green Impact Zone and Kansas City.

2. Description of the Impacted Area

A. Area Delineated

Delineate the geographic boundaries of the area being impacted. Describe the physical and social features of the area being served that affect the need for the project or strategies being used.

Where appropriate, ETA encourages grantees to plan strategies that serve large, multi-county regions or labor markets. Such a region might overlap two or more states. In these instances the states and

counties affected would be included in the description. Tables or maps may be included to accomplish this.

Urban Kansas City, Missouri comprises the area of service while the Green Impact Zone is the primary impacted neighborhood. This Zone includes a 150-square block area of Kansas City, Mo., that has experienced severe abandonment and economic decline. The Green Impact Zone is in a targeted area of Kansas City, Mo. — bounded by 39th St. on the north, 51st St. on the south, Troost Ave. on the west, and Prospect to 47th to Swope Parkway on the East. The Green Impact Zone has experienced extreme abandonment, with about 25 % of its properties in vacant lots and another one-sixth in vacant structures.

B. Labor Market Information for the Area

Describe the principal employment needs and conditions relevant to the project. May use the table below to display relevant occupational information, and add a short written narrative. Information should link to project issues and goals. Recommend one page or less in length.

Occupational Projections Table

TARGETED OCCUPATIONS	CURRENT EMPLOYMENT (2011)	GROWTH FORECAST (2016)	AVERAGE WAGE
Green Jobs – Health & Safety (Hazardous Materials Removal Workers, Environmental Science Protection Technicians, Water & Liquid Waste Treatment Plant and Systems Operators)	1,226	9.46%	\$22,300
Green Jobs – Environmental (Landscaping, grounds keeping, grounds maintenance workers, tree trimmer and pruner)	8,606	12.56%	\$21,120
Healthcare (Medical Assistants, Home Health Aides, Pharmacy Technicians, Medical and Clinical Laboratory Technicians)	21,276	12.6%	\$26,698

The targeted occupations for the Sustainability Training Center are those that are in high demand and promote green initiative standards. The statistics above are collected from Economic Modeling Specialists Inc (EMSI) and reflect the projected growth of the targeted occupations in Kansas City through 2016. The growth forecast percentage predicts the rate at which increase in the job market for that occupation will occur. Based on this percentage, the number of jobs reflects how many new openings will be created by 2016. The current certification programs at MCC that encompass these jobs are as follows:

Green Jobs (facilitated by Green Works):

1. Certificate in Grounds & Turf Maintenance - Landscaping, grounds keeping, grounds maintenance workers, tree trimmer and pruner
2. Certificate in Environmental Health and Safety Technology - Hazardous Materials Removal Workers, Environmental Science Protection Technicians, Water & Liquid Waste Treatment Plant and Systems Operators

High Demand Jobs - Healthcare Sector (facilitated by MCC-IWI):

1. Certified Medication Technician (CMT) & Certified Nurses Assistant (CNA) – Long-term and Patient Care Technicians, Medical Assistants, Home Health Aides

2. Certified Pharmacy Technician
3. Certified Phlebotomy - Medical and Clinical Laboratory Technicians
4. Certified Sterile Processing/Central Services Technician – Sterile Processing

C. Socioeconomic Information for the Area

You may provide here any additional, pertinent, socioeconomic data about the area that was not included in the issues section. Recommend a half page or less.

The socioeconomic indicators for the Green Impact Zone are that of a seriously distressed community. Unemployment in Kansas City, Mo. is now at 11.7 percent. Within the Green Impact Zone unemployment stands at a staggering 64%. Fewer than half the homes in the zone are owner-occupied. Almost 20% of all mortgages were delinquent over the last two years. Median home prices for the area are currently under \$30,000. The racial demographics for the area are as follows: 89% Black non Hispanic, 7% are White non Hispanic, and 2% are Hispanic. The median household income for the area is \$22,400 and the per capita income is \$12,240. Nearly 25% of the households are single parent households as compared with 12% across Kansas City. Over 30% of the population lives in poverty.

3. Statement of Work

See *proposal Guide, Section I-4, for detailed instructions and examples.*

The Statement of Work has five subsections. The Statement of Work contains an overview of the project goals and major components addressing the issues outlined in your Statement of Need (Section 2). This section also contains the work schedule and a description of your partners/collaborators and linkages with the Workforce Investment System.

A. Project Goals

For each of the issues identified, provide one or more goals for what the project is to accomplish by the end of the grant period. Goals should be action oriented, measurable (preferably quantifiable) and time-specific.

The goals should be no longer than a sentence each.

The following goals were developed to address the high rate of unemployment in low income teens and young adults, the decrease in academic skills and workplace training, and the shift in the availability of jobs within the current job market in Kansas City:

Goal #1 – Establish and implement a comprehensive workplace training and placement services program for low income teens and young adults in high growth and emerging industries in Kansas City, Missouri.

Goal #2 – Provide all participants with career ladder services that result in employer or industry-recognized certificate and/or degree.

Goal #3 –Provide all participants with evaluation and supportive services to assist in overcoming barriers to employment.

Goal # 4 -- Participants are successfully placed in sustainable, high demand, and green jobs upon completion of the program.

Major Project Components

a) Description of Components for Addressing Each Issue and Goal.

For each major project component, discuss who provides what, when, and where, and delivery methods. This section is the heart of the technical proposal. At least one of the services must describe services for individuals. Components can address multiple goals.

Note that federal regulations restrict the use of funds for some categories of activity such as for construction. In addition Section 181 of WIA restricts the use of funds for employment generating activities, economic development activities and similar activities that are not directly related to training for eligible individuals under the Act.

If some components are funded from other funding sources, they can be included here but separate funding should be explained.

Allow two or more paragraphs per component. (Secondary activities/tasks are to be listed later as part of the Work Schedule.)

Component #1 – Participant Recruitment

Participant recruitment to the Sustainability Center is facilitated through two avenues, 1) Full Employment Council (FEC) in conjunction with the Green Impact Zone and 2) Metropolitan Community College counseling, advising and financial aid offices. Participants recruited through the FEC will enter the IWI technical training program with the focus on the high demand healthcare jobs. MCC’s recruitment efforts will focus on younger participants (16–18 years old) who will enter the Green Works curriculum with the focus on green jobs.

Component #2 - Participant Coursework, Services, & Assessment

MCC-IWI High Demand Jobs – Healthcare

Each participant will be assessed by the project director under the supervision of the Institute for Workforce Innovation to identify any academic deficits that would inhibit their successful completion of job training, placement, and future career advancement. Instruction will be implemented based on diagnosis of participant needs linked to identified workplace priorities including applying math, reading for information, locating information, and using computer-based technologies.

The system that will be used for diagnosis and intervention will be a combination of assessment and instructional instruments that have been successfully used by both FEC and MCC: the WorkKeys assessment and the WIN diagnosis and curriculum. Both instruments are computer-based, and will be used to create individualized academic profiles of each participant which, in turn, will allow academic instruction to be targeted precisely to student needs. WIN lessons are

web-based, individualized, self-paced, available from any computer with Internet access, and specifically targeted to the workplace skills needed to gain certification in specific sustainable work areas. The WorkKeys Assessment identifies specific career paths where individuals will experience a high rate of success based on their work related skills and aptitude. A significant aspect of this process is that all academic instruction will show a direct relationship between academic skills attained and career success.

Green Works – Green Economy Jobs

Green Works in supporting the Sustainability Training Center as a contractor provides younger participants with workplace training through the Environmental Connection Opportunities for Students (ECOS) program. ECOS is a year-long after school program that includes classroom instruction and experiments, hands-on projects, guest speakers, science journals, field trips and service learning opportunities. The curriculum focuses on Kansas City's most pressing environmental problems including the combined sewer system, our declining urban forest, ozone levels, and solid waste and recycling. In 2010 Green Works added algebra and geometry to the curriculum along with money skills and financial simulations in an effort to help students prepare for life after high school. Participants will be engaged in the ECOS curriculum to build skills in math and science and their performance will be evaluated by instructors and internship supervisors.

Component #3 – Participant Placement

The FEC is responsible for helping certified candidates find jobs in the related high demand and green job sectors. The FEC will work with IWI to ensure that participants are placed into internship and field experiences and later full time employment. They partner with several local employers that have high demand and green job openings. With the help of the FEC, MCC has placed healthcare and life sciences graduates in over 50 different clinical sites including KU Medical Center, John Knox Village, Truman Medical Center, and HCA to name a few. In addition to job placement services the FEC also provides services in resume preparation and development, resume posting, job interview preparation, and transportation services to work to ensure the participants success once they have matriculated from the Sustainability Training Center program.

Younger participants in the Green Works program are placed into summer internships with the aim of gaining workplace experience upon completion of the program. The program is designed to incorporate best practices including proper placement, mentoring and supervisor training as well as full-year engagement to help students identify the connections between summer employment and academics. Placement locations include the Environmental Protection Agency (EPA), KCMO Water Services and Parks Department, the Discovery Center, Habitat Restore and the Metropolitan Energy Center.

Component #4 – Project Evaluation

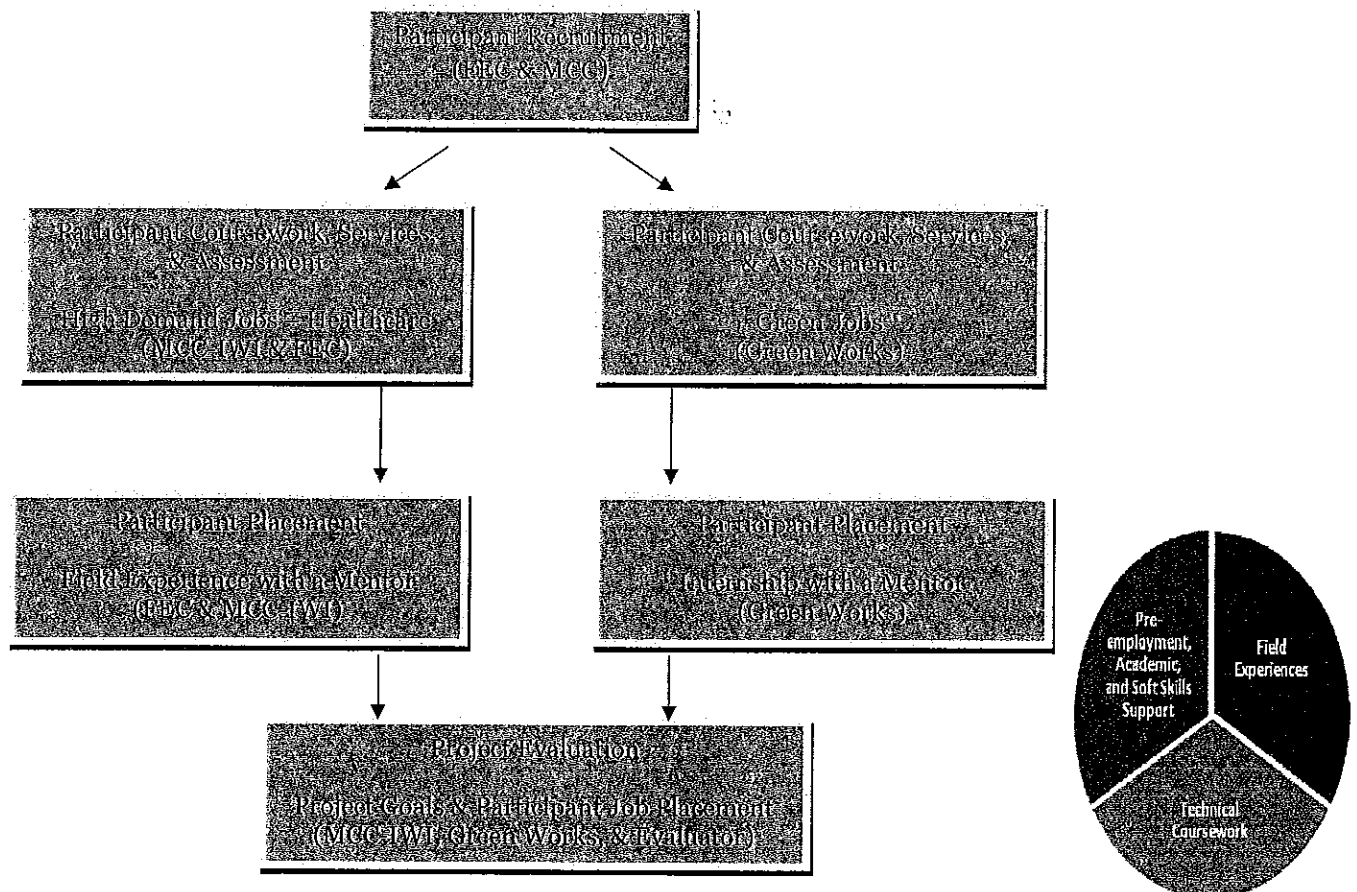
The success of the Sustainability Training Center will be documented throughout the duration of the project through data collection and evaluation. The project evaluation will be the

responsibility of the WIN Lab Technician in the IWI, Green Works, and an outside evaluator. The WIN Lab Technician will be charged with accumulating test scores, and skills evaluations and providing results to the project manager and evaluator. A representative from Green Works will also provide data on the participants' progress through the ECOS curriculum. The evaluator will review the data from the IWI and Green Works and collect additional information including information on location and duration of job placement. The outcomes of the Sustainability Training Center will be presented to the project manager and compared to the projects intended goals at the completion of the one year grant cycle.

b) Diagram of Project Components

Provide any project component/service diagrams or flow charts as applicable. May be on separate pages and in a landscape format.

The two diagrams below help to visually explain the components of the Sustainability Training Center. The flow chart provides evidence of participants' general progression through the personalized training process from the admittance into the program thru employment within a sustainable work environment. The additional pie chart conveys the approximate percentage of time that the participants will be engaged in the three major program aspects encompassed in the Participant Coursework, Services, & Assessment and the Participant Placement components: 1) Pre-Employment Academic Soft Skills and Support, 2) Technical Coursework, and 3) Field Experiences.



Work Schedule

Complete a Work Schedule chart. Add or delete rows as appropriate. Take components directly from Section 4.B(1). Shorter projects do not need to include a full 2nd year in the Work Schedule. But, be sure to list all critical tasks, including start-up tasks such as hiring staff or executing subcontracts. Also, the Schedule should include post-project activities such as the completion of evaluations.

Insert Xs for periods of occurrence. Show entries only in those quarters needed to complete the project and the evaluation.

Project Component	Task	Year 1				Year 2*				Staff / Organization Responsible
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
Participant Recruitment	Participant eligibility assessment and placement	X								FEC & MCC
Participant Coursework, Services, & Assessment	WIN diagnosis and curriculum	X	X	X						IWI
	Career counseling		X	X						FEC
	WorkKeys assessment			X						FEC
	Seminars in workplace applications		X	X						IWI
	Job skills training		X	X						IWI
	ECOS curriculum		X	X						Green Works
Participant Placement	Internships and fieldwork experience: participation in a work environment with a mentor				X					IWI, FEC, & Green Works
Project Evaluation	Data collection and presentation				X					IWI, Green Works, & Evaluator

Partner/Collaborator Participation

Discuss partner commitments, including services delivered by partners that are essential to the project's implementation and success. Recommend a paragraph per partnering organization.

Refer to any Letters of Commitment that describe specific services which will be provided by a partner. Note that a letter of support does not qualify as a letter of commitment. Only attach letters of commitment.

Do not include services that may be competitively procured later from various firms or organizations. (These activities should, however, be described in the Major Project Component sections of the narrative (4.B (1)) as well as in the contractual section of the budget rationale.)

MCC will contract with Green Works who will provide science and math-based experiential learning for 15 program participants ages 16 – 18 years of age. Green Works is the dedicated leader in engaging urban youth in sustainable environmental stewardship and the green economy. Through science-based experiential learning young adults learn to care for the environment, experience meaningful career ladders, gain skills that assist them in becoming productive employees, and provide direct community benefits for all of us by improving the urban environment. Green Works includes a summer internship program that is designed to incorporate best practices including proper placement, mentoring and supervisor training as well as full-year engagement to help students identify the connections between summer employment and academics. Placement locations include the Environmental Protection Agency (EPA), KCMO Water Services and Parks Department, the Discovery Center, Habitat Restore and the Metropolitan Energy Center.

The FEC is the Workforce Investment Board for Jackson County and will use all appropriate Department of Labor guidelines to identify and screen applicants in partnership with MCC's Sustainability Training Center. The FEC's mission is to obtain public and private sector employment for the unemployed residents of the Greater Kansas City area. They will also provide job placement support for eligible candidates as they head towards completion of the program.

B. Linkages with the Workforce Investment System

Describe what efforts have been made to link the project with the State and/or local workforce investment system, or other DOL-funded activities. Does the grantee have a formal agreement with the State and/or local Workforce Investment Board, including the Career One-stop operator? If yes, please describe the nature of the agreement. Recommend one to three paragraphs.

Metropolitan Community College has a close working relationship with the Full Employment Council which is the local workforce investment board. A long history of partnerships exists with these agencies on grants and projects. A formal agreement will be established to conduct the Sustainability Training Center and provide services contained in this proposal. Previous work together has included the following list of projects:

Develop and implement curriculum and training that meets the immediate needs of employers and the workforce through a semester or on-demand basis.

Explore innovative ways to address and develop bridge programs with economically-disadvantaged youth that will allow them to simultaneously achieve academic credit while pursuing high school graduation and continued post secondary education.

Address the specific needs of the TANF and economically-disadvantaged youth population for potential course offerings.

Project Outcomes

See Proposal Guide, Section I-5, for detailed instructions and examples. Recommend two pages or less.

C. Performance Measures and Planned Outcomes

For each project component or goal identify the performance measures that will determine whether the project was successful during the grant period. Include how that measure is defined (e.g., what is included in the numerator and denominator, what data that are excluded, and what is the measurement's time period), and provide the expected level of performance. Include any significant product outcomes such as reports or curricula. For employment and training type activities, the measures should include the WIA Common Measures when applicable (refer to the Section I-5).

Use the chart below to provide the information for this section. A narrative statement may also be used to provide supplemental information such as about data collection methods and responsibilities.

Performance Table

NAME OF PERFORMANCE MEASURE	MEASURE DEFINITION OR FORMULA	PLANNED LEVEL OF OUTCOMES
<p>Measure 1: Goal 1 Establish and implement a comprehensive workplace training and placement services program for low income teens and young adults in high growth and emerging industries in Kansas City, Missouri.</p>	<p>MCC in collaborating with FEC and Green Works will establish the Sustainability Training Center (STC)</p> <p>Provide the WIN diagnostic assessment for all participants.</p> <p>Provide training in healthcare & life sciences, green industries/sustainable energy, transportation & logistics.</p>	<p>STC is operational.</p> <p>215 low income individuals will be recruited and enter the program in the STC over the one year grant period.</p> <p>215 (100%) participants enrolling in the program will be assessed.</p> <p>215 (100%) participants will begin education and/or training.</p>
<p>Measure 2: Goal 2 Provide all participants with career ladder services that result in employer or industry-recognized certificate and/or degree.</p>	<p>Of the 215 participants in the project the number of participants who make it through entry level development and into a field experience placement.</p> <p>Of the 215 participants enrolled and participating in a field experience, the number who successfully complete seminars in workplace applications and meet certification/licensing requirements as determined by certification requirements WorkKeys assessments.</p>	<p>At least 172 (80%) enrollees will be placed in a field experience by the end of the grant period.</p> <p>80% of participants in field experience will successfully complete work place seminars and meet certification licensing requirements by the end of the grant period.</p>

Performance Table

NAME OF PERFORMANCE MEASURE	MEASURE DEFINITION OR FORMULA	PLANNED LEVEL OF OUTCOMES
Measure 3. Goal 3 Provide all participants evaluation and supportive services to assist in overcoming barriers to employment	The applied academic skills set for each participant will continuously increase from entry through completion of the program.	Increase in each participants applied math, reading and locating information source at least 2 levels as diagnosed by WIN.
Measure 4. Goal 4 Participants are successfully placed in employment upon completion of the program.	Of the 215 participants enrolled, the number who complete the program and are placed into a sustainable job.	At least 129 (60%) participants enrolled in the program are placed in a high growth, emergency industry or healthcare field by the end of the grant period.

D. Evaluation Component

WIA demonstration grants are required to have an evaluation report completed following the project's completion. The cost of the evaluation should be allowed for in the project budget and the evaluation should be included in the Work Schedule as a component. The cost of the evaluation should be kept to a minimum, for example, by using graduate students from a university.

a) Design of the Evaluation

Describe the design of the evaluation. What will be the evaluation methodology? What will be the steps of the evaluation? Who will conduct the steps? Explain any difference between performance measures used in the evaluation and those listed in Section I-5b. Recommend a half page in length.

The evaluation will be conducted in relationship to the four goals established for this project and the anticipated outcomes. Data on WIN diagnostic scores, class enrollment, certifications earned, field placements and job placements will be tracked on each student within the program. The project manager will need to collaborate with the MCC-IWI's registrar's office, the WIN diagnostic facilitator, and Green Works to help maintain the timeliness and accuracy of these statistics. The data collection will initiate at the launch of the program and continue throughout the program. Data collection will include documentation or participant demographic data, entry and exit levels of academic skill-sets, student attendance and participation rates, job training assessments, license and credentialing success rates, field experience success rates, and job placements.

b) Evaluator

State who will conduct the evaluation. Who will collect and analyze data? Who will write the evaluation report? Recommend one or two paragraphs.

The evaluator will be an individual hired through an outside consulting source. MCC has access to a number of outside evaluators who regularly review and assess programming. The specific expert has not yet been selected but the process to identify the person has begun. Data from the program will be collected both by the FEC and MCC.

4. Management and Personnel

See Proposal Guide, Section 1-6, for detailed instructions and examples. Many earmarked projects are operated by large organizations such as counties or universities, or consortia, although others are operated by quite small organizations. The following questions are intended to help ETA understand your organization. Recommend two pages or less.

A. Applicant Organization and Project Administration

a) Organization Structure

What is the structure of the organization(s) to be funded through the grant? What is the legal form of the lead organization? For example, is it a consortium, community college or non-profit corporation? Will the grant result in a new organization that doesn't currently exist? What are major units of the applicant organization(s) involved with the project and their functions? What is its governance structure, e.g., does a board of trustees review all grant proposals, etc.? The length of the description should vary based upon the complexity of the situation. Recommend a half page to two pages.

The lead organization, Metropolitan Community College (MCC), is made up of five separate campuses. The Institute for Workforce Innovation (IWI) is an existing program within Continuing Education at MCC that strives to help unemployed workers find jobs in sustainable careers. The Institute like all programs of the MCC system is governed by a board of trustees who must review and approve all grant applications. The Director of the Institute reports directly to the Vice Chancellor of Education.

The Sustainability Training Center (STC) will be administered by MCC-IWI a comprehensive training and education model that delivers programs specifically to prepare unemployed workers for high-demand jobs and careers. The primary focus during this time of high unemployment is to address the training and education needs identified by local and national industry leaders. The key to the effectiveness of the Institute's specialized training model is that it seamlessly integrates academic, technical and employability skills. Other services, such as social support and job placement assistance, ensure graduates' workplace readiness and success.

The primary areas of focus are:

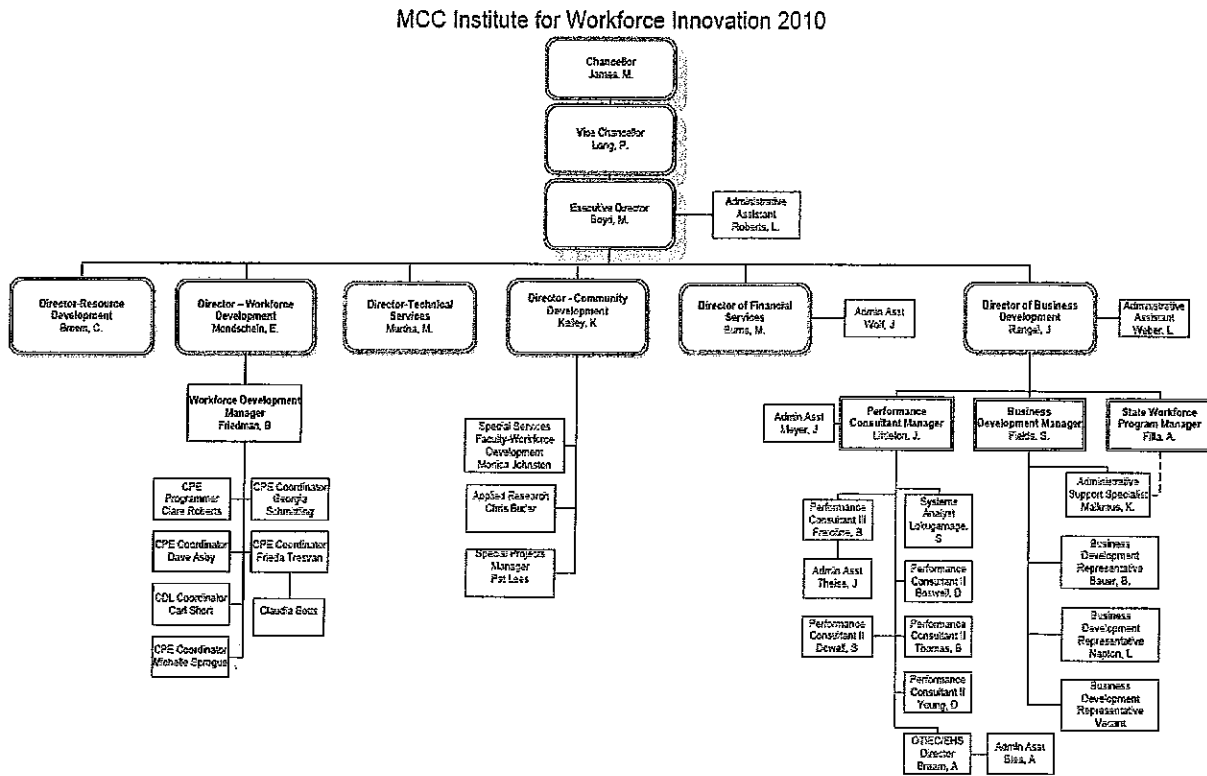
- Healthcare, animal health/life sciences
- Green industries/sustainable energy

Located in the city's urban core, Metropolitan Community College-Penn Valley is home to three nursing and 13 allied health career programs. Since 2000, MCC has trained and graduated thousands of students in Nursing and Allied Health career fields. To keep pace with the demand for these programs, MCC purchased a 170,000 square foot building at 3444 Broadway Boulevard in 2007 to create a brand new state of the art Health Science Institute (HSI). Located one block from the Penn Valley campus, the property provides MCC with modern facilities to educate healthcare professionals for generations to come. The HSI contains a virtual hospital complete with an operating room, emergency room, ICU, hospital patient rooms, full rehab facilities and state of the art teaching equipment and classrooms. The Institute of Workforce Innovation will utilize the HSI facility to help prepare students within the Sustainability Training Center for high demand careers in the healthcare sector.

Location of the Project within the Organization's Structure

Provide a diagram that shows the relationship between the project and units within the applicant organization. The diagram may be on a separate page and in a landscape format. Include a brief description of the project's relations to these organizational units.

Recommend a paragraph in length.



Relationship of Project to Other Organizational Activities

As applicable, explain how the project relates to similar, on-going activities of the organization. (If the organization is operating more activities than those funded through the grant, it may need to segregate out the data and expenditures for these activities later.)

If this project is a continuation or follow-on to a previous grant (not necessarily an earmarked grant), explain the relationship between the new and prior grant activities.

Note that grants through DOL are to be used for activities that are in addition to those that would otherwise be available in the absence of such funds. (See WIA Sec. 195.2.)

Recommend a half page in length, dependent upon complexity.

The previous and on-going activities of this program include the certification and licensing training for participants in the IWI. While these elements of training have helped create more job opportunities for individuals within the program, more can be done to help these participants excel at the next level. The need for additional funding for this program arises in the development of academic skill training and work place applications. These training systems will be accomplished through the collaborative efforts of the Institute form Workforce Innovation and Green Works.

b) Project Administration

Project Oversight and Start-up Responsibilities

Explain which organizational positions, whether grant-funded or not, have different types of oversight responsibility for the project. (For example, in some organizations the head of the organization, who signs the grant, is not involved in the project's day-to-day activities; these activities are delegated to a project manager.)

If this is not an on-going project, explain who will be responsible for project development during the start-up phase. For what start-up activities (e.g. staff recruitment) will this person(s) be responsible? As applicable, by when will the project be transitioned to newly-hired, project personnel?

Recommend two to three paragraphs.

The project manager will have responsibility for the day to day operations including oversight of the screening and training efforts. The project manager reports to the Director of the Institute for Workforce Innovation who in turn reports directly to the Vice Chancellor of Education.

The project manager will supervise the Instructional Coordinator, the Clinical Coordinator, the Operations Coordinator and the WIN technician. These individuals will make up the team responsible for program implementation.

The Instructional Coordinator is responsible for supervising and providing support to instructors. The Clinical Coordinator is responsible for managing the relationships with all healthcare clinical sites as well as serving as the liaison for student participants. The Operations Coordinator is responsible for supervising the implementation of all financial and student data requirements. The Operations Coordinator will provide support to the external evaluator. The WIN technician will facilitate the academic development of the students, primarily through the implementation of the WIN diagnostic software and tutorial modules.

Fiscal Responsibilities and Processes

Will the applicant organization also be the project fiscal agent? If not, what organization will be? What position(s) will be responsible for project financial records and reports? Recommend a paragraph in length.

The applicant organization, The Junior College District of Metropolitan Kansas City, Missouri (Metropolitan Community College) will serve as the project fiscal agent. The position responsible for project financial records and reports is the Director of Financial and Business Services.

Reporting Responsibilities and Processes

Which position will be responsible for collecting and analyzing programmatic data, maintaining files, and preparing summary reports including reports to ETA? Recommend a paragraph in length

The WIN lab technician is responsible for all data collection and reporting. The technician will provide the compiled data to the program director to the program director and evaluators for analysis. The Operations Coordinator will also supply some data for summary reports as well and will work with the WIN lab technician to ensure all information is available as needed.

Staffing Level Rationale

Discuss the basis for project staffing. If using staffing ratios (for example, 1 teacher to 15 participants), detail the ratios. Include an organization chart for the project itself if there are several project positions (this may be a separate page). Ensure adequate staff to complete the work. Recommend a half page excluding the chart. (Explain staff salaries in the Budget Rationale to follow.)

The Sustainability Training Center will be staffed by the Project Manager, Project Coordinator, Instructional Coordinator, Operations Coordinator, Clinical Coordinator, and WIN Lab facilitator, who are part of MCC-IWI. Adjunct faculty will deliver coursework. Cohort groups of students will be approximately 15 students per cohort. These cohorts will work with their technical instructors and mentors who will provide workplace applications and training. These instructors will be adjunct faculty. Participants will be placed with a mentor once they have reached the field experience level. Mentors will operate in small groups due to the large number of participants in the program.

Key Staff

Identify key staff by position and function. Describe the qualifications desired. Recommend a paragraph or two per position.

Staff will include a project manager, project coordinator or administrator, instructional coordinator, clinical coordinator, operations coordinator and WIN technician.

Project Manger:

The project manager will be responsible for oversight of the program including all reporting, data collection and collaboration with partnering agencies. The project manager will need to have an associate's degree as a minimum requirement, but a bachelor's degree is preferred. They must have 3-5 years experience working in the area of job placement with some experience

managing employees. Preference will be given to applicants who reside in the targeted geographic area, the Green Impact Zone.

The current candidate for the project manager position is Elaine Mondschein. Elaine serves as the Director of Workforce Development at MCC's Institute of Workforce Innovation. She holds a M.A. and an Ed.S. in Reading Education from University of Missouri – Kansas City. Elaine joined the staff at MCC in July of 2010 after twenty eight years in education organization and two years as an educational consultant. Her professional experience makes her well qualified to excel as the project manager.

Project Coordinator:

The project coordinator is an entry level position and requires an associate's degree. This position requires basic computer skills, good organizational skills and the ability to work directly with the public. The coordinator will report to the project manager. This position will be responsible for assisting with the data collection and providing general administrative support for the program. The coordinator will spend time assisting with daily operations and providing help as needed in the field. Preference will be given to applicants who reside in the targeted geographic area, the Green Impact Zone.

The current candidate for the project coordinator is Lauren Roberts. Lauren has served as the Administrative Assistant for the Metropolitan Community College Foundation for the last three years. In August of 2010 she accepted the Administrative Assistant position for MCC's Institute for Workforce Innovation. Lauren holds an Associate of Arts Degree from MCC and went on to attend Rockhurst University where she excelled in English with numerous awards in poetry.

WIN Lab Technician

The WIN lab technician is the primary resource for data collection and compilation. This position requires proficient computer skills, good organizational skills, and the ability to compute basic statistics. The coordinator will provide reports to the project manager and evaluator twice throughout the grant cycle. This half time position will be responsible the data collection of student assessments and skills tests, and tracking these results for students, the project director, and the evaluator. Candidates for this position should hold an associates degree and have prior experience with data collection and report preparation. The current candidate for the position is Ina Montgomery.

Instructional Coordinator

The Instructional Coordinator is responsible for supervising and providing support to instructors. The result of the work of the instructional coordinator is that students successfully achieve expected course requirements due to consistent implementation of high quality course curriculum, instructional processes, and assessment methods. Georgia Schmittling is the Instructional Coordinator.

Clinical Coordinator

The coordinator is responsible for managing the relationships with all healthcare clinical sites. The coordinator will appropriately place students in clinical opportunities based upon their

fulfillment of educational requirements. This coordinator will recruit clinical partners and work as a liaison between the student and the agency. Jill Tindall is the Clinical Coordinator.

Operations Coordinator

The coordinator is responsible for supervising the implementation of all financial and student data requirements. This person will have oversight over the processes of data collection and ensure accountability and accuracy. They will also be in charge of managing the data and providing access to outside evaluators. Michelle Sprague is the Operations Coordinator.

Adjunct Faculty

Adjunct Faculty are responsible for providing effective learning experiences in the classroom and laboratory for students with diverse interests, abilities and expectations. Teaching, training, and laboratory duties shall be performed under the direct supervision of the Instructional Coordinator.

- Teach courses as scheduled. Teaching may include lecture, laboratory classes, or clinical.
- With the assistance of the Instructional Coordinator, select, prepare and maintain current curriculum, course outlines and printed and non-printed instructional materials.
- Participate in instructional team meetings.
- Maintain student records as required by the college.
- Conduct all classes in accordance with approved syllabus, materials, and assessment requirements.
- Ensure student success through application of instructional and assessment best practices.

5. Sustainment Plan

See Proposal Guide, Section 1-7, for detailed instructions and examples. If the project is to continue after the grant period, how will the project be sustained? How will a sustainment strategy be developed? Outline the roles of project partners in helping to sustain the project. If the project is not to be continued, state that it will not be continued and include any phase down activities as part of the Work Schedule. Recommend two or more paragraphs in length.

Sustainability of the project will be accomplished through an emerging partnership with the University of Missouri, Kansas City Climate Sustainability Center. This research program was funded by the National Foundation in August 2010. Research will focus on services and products for government sector, entrepreneurial and small business development opportunities. Funding by the Department of Labor for the first year to establish the Sustainability Training Center at MCC will ensure an effective start to this partnership. Working in conjunction with UMKC, this project will ensure sustainability beyond the duration of the grant.

II. BUDGET

See Proposal Guide, Section II, for detailed instructions and examples. The budget is one of the most important pieces of the grant proposal. A complete and well-developed budget eventually becomes an effective management tool; a budget that doesn't truly represent a project's needs and situation will make it difficult for managers to assess financial performance over the life of the project and may result in a grantee experiencing cost overruns. The budget also provides ETA with information that is useful in assessing whether the activities and services described in the Statement of Work are consistent with the estimated costs in the budget.

A. Budget Information Form

This section should include the completed Budget Information Form, SF 424A. Please see Appendix G MS Excel file (Appendix G - SF-424A and Worksheets.xls) for the Budget Information Form and Budget Category Worksheets that are included in this section of the proposal.

Only Section A and B (Page 1) of the budget information form (SF-424A) will be completed, however, both pages must be included in the application. **Grantees cannot make any entries on the budget information form.** The required boxes are either already filled out or will automatically populate when the Budget Category Worksheets, addressed below, are completed. Earmark grantees are not required to complete Sections C through F.

In Section A- Budget Summary, the following information has been pre-printed in the first row: column (a) – Congressional Earmark 2008; column (b) – 17.261. Section B, Budget Categories, will be automatically populated as the budget category Excel worksheets, addressed below, are completed. A. 2. Budget Category Excel Worksheet

Budget Category Excel Worksheets and Budget Narrative

a) Budget Category Worksheets

This section should include the completed Budget Category Excel Worksheets and a narrative for each budget category. Please see Appendix G MS Excel file (Appendix G - SF-424A and Worksheets.xls) for the Budget Information Form and Budget Category Worksheets that are included in this section of the proposal.

The SF 424A, Section B, requires grantees to classify expenses in the following object class categories: Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction (not used for earmark grants), Other, and Indirect Costs. Appendix G contains an individual worksheet for each of these object class categories. Complete the Budget Category Worksheets for each object class category. Each worksheet identifies in detail the costs attributable to each object class category in Section B, lines 6(a) – 6(j) of the SF 424A. The worksheet cells contain instructions and drop down menus to aid in their completion. Data from the completed budget worksheets will automatically populate Sections A and B the SF-424A.

Administrative Costs: In addition to the worksheets corresponding to the object class categories on SF-424A Earmark grantees are required to complete the Administrative Costs worksheet included in the Appendix G - SF-424A and Worksheets.xls workbook.

***classes offered may be adjusted based on employer need**

b) Budget Narrative

Each MS Excel worksheet includes a Budget Narrative section in which grantees must explain or justify the amounts entered for each Budget Category on the SF 424 A and the supporting worksheets. In this section, grantees should also provide a brief statement which explains how the costs associated with

each object class category relate to the implementation of the statement of work and the achievement of grant goals. Grantees should try to anticipate factors that may affect the budget when developing their projections and provide a narrative explanation of these factors in this section of the grant proposal. See proposal guide Section II for examples of budget narratives.

Administrative Costs: In this section, also include a narrative explanation describing the percent of the award amount that will be spent on administrative costs, including a description of administrative services being charged to the grant. Administrative costs are limited to 10% of the grant award. ETA uses a function based definition of administration which means costs associated with certain functions, such as accounting, procurement, financial management, payroll etc. are considered administrative costs. Be sure to review the definition and limitation discussion on administrative costs in Section II of the proposal guide.

III. ATTACHMENTS

Additional items to include in final proposal

- A. Letters of Commitment
- B. Staff Resumes
- C. Articles of Incorporation (if applicable)
- D. IRS Status Form (if applicable)
- E. Indirect Cost Agreement (if applicable)