AWIB Training Plan Template

(Draft created 8-29-08)

Executive Summary

Create a one page document summarizing your proposal for this training plan.

Identify Industry Sector

Narrative

Identify Occupation

Narrative

Identify Career Cluster

Narrative

Proposer:

Name: _____
Address: _____
Phone: _____ Fax: _____

Sponsoring Organization:

Name: _____
Address: _____
Phone: _____ Fax: _____

Component 1: Needs driven

1. Demonstrate how this proposed training plan is based on an industry needs assessment done by the industry, DOL or local / regional community.
2. Is the proposed training & development aligned with current and emergent market trends for workforce?
3. Is there an established career pathway for education and training that leads to career progression for individuals enrolled in the program?
4. Does this training plan address entry-level workers and/or upgrade steps for incumbent workers?
5. How is this training plan responsive to interrelated workforce, community, regional, and state economic development needs?

Component 2: Accessible

1. Describe the strategies that will facilitate both awareness of opportunity and enrollment for urban, rural, and under-served Alaskans.
2. Is the training plan proposed able to be delivered across distances?
3. Can the skills gained be transferred to other employment opportunities?
4. What financial assistance programs are available for students?
5. Does this training plan increase the capacity of career and technical education?

Component 3: Interconnected

1. How does this training plan align or articulate with secondary / post-secondary programs (university, registered apprenticeship, etc)?
2. Are there structured career pathways in secondary schools leading to this development program?
3. Are skill-sets and certifications based on national or industry established standards?
4. Describe how this training plan is connected to a job Placement system.
5. How does this training plan integrate with jobs centers?
6. Does this training plan address upgrade and retention of incumbent workers?
7. Does this training plan have an employer advisory group?

Component 4: Accountable

Describe the process(es) to ensure accountability for these program elements:

- Based on industry standards
- Availability of qualified instructors
- Program evaluation and financial audits
- Placement process
- Post placement evaluation
- Clear and measurable objectives/outcomes
- Alignment with training institutions
- Providing program evaluations to constituent's (students, employers, funders, etc.)

Component 5: Collaborative Governance

1. Are Local/regional/state policy makers involved with this training plan?
2. What key Agencies (state, federal) are involved with the program?
3. Are Community Stakeholders (such as schools, Tribal, Native organizations, community councils, PTA's, etc.) connected to the training plan?
4. Does the training plan have involvement across the industry and connect with associated business / industries?
5. How does this training plan integrate with AWIB priorities and communicate with the AWIB board?

Component 6: Sustainable

1. Is there industry financial support involved with this proposed training plan?
2. Is the proposer's 'managing organization' financially stable?
3. Is there a business plan developed for the training plan?
4. Does the plan address multi-year targets and milestones?
5. Are there committed connections to real jobs?
6. Is there a process for updating, upgrading the training plan (continuous improvement)?
7. Are there long term commitments for collaboration and coordination with principal constituents?

Instruction Guide

AWIB Training Plan Template

(Draft created 8-29-08)

I. Context – Why apply?

Alaska's Future Workforce Strategic Policies and Investment Blueprint is a framework for strengthening vocational and technical education and training statewide. The *Blueprint* has been developed in response to specific requirements of Senate Bill 289, which was adopted by the State Legislature this year and became effective July 1, 2000. One of the key legislative intents of Senate Bill 289 was to improve the ability of the Alaska Workforce Investment Board (AWIB) to efficiently and effectively serve as the state's primary planning and coordinating entity for vocational and technical education. Towards that end, AWIB was mandated to:

> "facilitate the development of a statewide policy for a coordinated and effective technical and vocational education training system in this state and, to the extent authorized by federal and state law, plan and coordinate federal, state, and local efforts in technical and vocational education programs."

Adopted by the AWIB on December 12, 2000, *Alaska's Future Workforce Strategic Policies and Investment Blueprint* will serve as the comprehensive guide for alignment of public policies and resource investments in Early Childhood Education — 12 and postsecondary vocational and technical education and training programs statewide.

Workforce Development Goals - State Unified Plan
Vocational and technical education and training is an integral part of Alaska's overall Workforce Investment System. The system is guided by the five-year *State Unified Plan, June 2000 to June 2005* *(is there a nupdated strategic plan?)*, which addresses service provisions for a multitude of federally
funded, state funded, and locally implemented programs for workforce development.

The *Blueprint* for vocational and technical education and training in Alaska is designed to promote the six primary goals for workforce development identified in the *State Unified Plan*:

Workforce Development Goals – *State Unified Plan*
• Strengthen the involvement of business, industry, and economic development to build Alaska's workforce.
• Ensure access to quality employment education, training and employment services

statewide, particularly to rural areas and for the economically disadvantaged.
• Evaluate programs of the workforce investment system to optimize customer employability.
• Advocate for Alaska's human resource investment programs and promote continuous improvement.
• Promote the full integration of Alaskans with disabilities into all aspects of the workforce development system to put people with disabilities into good jobs.
• Strengthen the involvement and ability of Alaska's education system to develop Alaska's workforce.

Vocational and Technical Education and Training Challenges
Alaska is experiencing critical workforce, community and economic development challenges. This is evidenced by the combination in many regional economies of labor surpluses and the inability of businesses and industry to fill high-skill jobs with qualified Alaskans. Education and training programs available to address these challenges are too often seriously fragmented and under-funded. Immediate and decisive action is needed to align publicly supported education and training efforts with labor market needs, close skills gaps and position Alaskans for employment in good jobs statewide, especially in projected "hot occupations" with higher than average growth rates and estimated wages.

Mission and Guiding Principles for Vocational and Technical Education and Training

The mission of Alaska's vocational and technical education and training system is to provide a fully prepared, ready-to-work, qualified workforce that meets the needs of Alaska's businesses and industries. To successfully accomplish this mission, address current challenges, and promote Alaska's primary workforce development goals, this *Blueprint* calls for the realignment and strengthening of public service delivery and funding for vocational and technical education and training, consistent with six guiding principles:

Guiding Principles for Alaska's Vocational and Technical Education & Training System

1. **Needs Driven**. System is labor market driven, and responsive to interrelated workforce, community and regional economic development needs.
2. **Accessible**. System is expanded to provide greater access and opportunity in both rural and urban Alaska.
3. **Interconnected**. System uses coordinated programs and service delivery to promote progressive, lifelong occupational learning, skill transferability, credential portability, and worker mobility.
4. **Accountable**. System delivers quality services that are aligned with and responsive to current and emerging needs of core constituents—students, job seekers, employers, families and communities.

5. **Collaborative Governance**. System promotes collaborative state and local policies and partnerships to ensure a close fit between education and training, labor market demands, and the needs of constituents regionally and statewide.
6. **Sustainable**. System is "built to last" and supported by increased funding and sustainable investment policies.

Strategic Policies and Investments to Achieve Overall Goals
The *Blueprint* outlines proposed strategic policies and investments related to each of the six primary system components and guiding principles for vocational and technical education and training in Alaska. These are directed to advance Alaska's two primary goals for publicly supported vocational and technical education and training:

- development of a coherent, well-coordinated system to promote and sustain lifelong occupational learning for all Alaskans;
- sustained development of qualified workers in sufficient numbers to meet employers' needs, regionally and statewide.

Alaska's Future Workforce Strategic Policies and Investment Blueprint will serve as the comprehensive guide for alignment of public policies and resource investments in Early Childhood Education — 12 and postsecondary vocational and technical education and training programs statewide. As the state's primary planning and coordinating entity for vocational and technical education, AWIB will be responsible to monitor performance and accountability. Monitoring efforts will be guided by core indicators and reporting requirements identified in the five-year *State Unified Plan* for workforce development, and by the six guiding principles addressed in this *Blueprint*.

Executive Summary

Create a one page document summarizing your proposal for this training plan.

Provide a 5 line summary description of your training plans/project that can be used in publications. And then provide a ½ page summary description of your training project.

Identify Industry Sector

List the industry in which the training plan will impact. (i.e. health and social services)

~~Narrative~~

Identify Occupation

List the specific occupation that will be impacted. (i.e. psychiatrists)~~Narrative~~

Identify Career Cluster

List the career cluster that will be impacted (i.e. health)

~~Narrative~~

Proposer:

Name: _____

Address: _____

Phone: _____ Fax: _____

Sponsoring Organization:

Name: _____

Address: _____

Phone: _____ Fax: _____

Component 1: Needs driven. In one page, please describe how your training plans will be needs driven. You may use the following information and questions as a guide.

With the following additional information and description, answer the following:

1. Demonstrate how this proposed training plan is based on an industry needs assessment done by the industry, DOL or local / regional community.
2. Is the proposed training & development aligned with current and emergent market trends for workforce?
3. Is there an established career pathway for education and training that leads to career progression for individuals enrolled in the program?
4. Does this training plan address entry-level workers and/or upgrade steps for incumbent workers?
5. How is this training plan responsive to interrelated workforce, community, regional, and state economic development needs?

Alaska's vocational and technical education and training system is labor market driven, and responsive to interrelated workforce, community and regional economic development needs.
1.A. Assess and quantify the need to add, revise or delete education and training programs, based on ongoing evaluation of Alaska and national industry trends, regional and statewide labor markets, and consultations with affected industries and businesses.
1.B. Align training investments with occupations appropriate to Alaska's current and emerging labor markets, community and regional economic development needs.
1.C. Invest in vocational and technical education and training programs that are market responsive and consistent with nationally recognized, industry-based skill standards and occupational certifications through expanded use of career pathways, business, labor and education partnerships, registered apprenticeships, and on-the-job training.
Career pathway — an integrated, multi-year sequence of career guidance, coursework, and work-based learning experiences that enables students to explore a variety of career choices and provides a context for learning (Source: U.S.

Department of Education).
Business, labor and education partnerships — cooperative agreements between entities to share information, expertise, or provide services that benefit students and support system-building (Source: National School-to-Work Office). As used throughout the *Blueprint*, its synonyms include "business learning consortia", "industry-led consortia", and "business-led consortia".

Component 2: Accessible. In one page, please describe how your training plan will be accessible. You may use the following information and questions as a guide.

With the following additional information and explanation, answer the following:

1. Describe the strategies that will facilitate both awareness of opportunity and enrollment for urban, rural, and under-served Alaskans.
2. Is the training plan proposed able to be delivered across distances?
3. Can the skills gained be transferred to other employment opportunities?
4. What financial assistance programs are available for students?
5. Does this training plan increase the capacity of career and technical education?

Alaska's vocational and technical education and training system is expanded to provide greater access and opportunity in both rural and urban Alaska.
2.A. Invest in programs and facilities that are prioritized by their ability to provide increased access, capacity and strength to the workforce development system, particularly for rural Alaska, Alaskans economically disadvantaged, and Alaskans with disabilities.
2.B. Expand access to short-term secondary and postsecondary training and registered apprenticeships through investments in interactive technology, distance delivery, intensive seminars and correspondence programs.
2.C. Strengthen business, labor and education partnerships to provide rural students, out-of school youth and young adults with expanded training choices linked to current and emerging labor markets, *good* jobs, and community and regional economic development needs.
A *good* job is described as one that has adequate pay, benefits and career advancement opportunities that can sustain an individual and his or her family economically without reliance on public subsidy.

Source: *Alaska Unified Plan - For State Unified Plans Submitted under Section 501 of the Workforce Investment Act of 1998, State of Alaska for the period of June 2000 to June 2005*

Component 3: Interconnected . In one page, please describe how your training plan will be interconnected. You may use the following information and questions as a guide.

With the following additional information and explanation, answer the following:

1. How does this training plan align or articulate with secondary / post-secondary programs (university, registered apprenticeship, etc)?
2. Are there structured career pathways in secondary schools leading to this development program?
3. Are skill-sets and certifications based on national or industry established standards?
4. Describe how this training plan is connected to a job Placement system.
5. How does this training plan integrate with jobs centers?
6. Does this training plan address upgrade and retention of incumbent workers?
7. Does this training plan have an employer advisory group?

Alaska's vocational and technical education and training system uses coordinated programs and service delivery to promote progressive, lifelong occupational learning, skill transferability, credential portability, and worker mobility.

3.A. Integrate applied learning into education and training from early childhood education through postsecondary levels and lifelong learning.

Applied learning — hands-on learning and student activities that directly relate to real world work and other life experiences.

3.B. Provide guidance, support and funding to assist every school district to develop career pathway programs that include high quality career guidance components and vocational and technical skills attainment that bridge secondary and postsecondary schools and the workplace.

3.C. Establish standards to align skill development, assessment and attainment levels with labor market needs, and achieve nationally recognized, industry-based skill standards and occupational certifications.

3.D. Ensure that the State's Quality Schools Initiative and all State Standards for Alaska Students are fully integrated into career and technical education programs, to result in students passing the High School Graduation Qualifying Examination and being prepared for employment or further training and education leading to employment.

3.E. Establish an interconnected Early Childhood Education — 16 workforce investment information system.

3.F. Develop new business, labor and education partnerships to assist with planning, education, training and recruitment, and to help promote system alignment.

3.G. Provide information, technical assistance, resources and incentives to form or grow career and technical student and professional organizations.

3.H. Develop strategies to identify, promote and implement local and national Best Practices. Best Practices — exemplary services, methods, processes or approaches that have high potential for successful application by other organizations and in different settings.

Component 4: Accountable . In one page, please describe how your training plan will be held accountable. You may use the following information and questions as a guide.

With the following additional information and explanation, answer the following:

Describe the process(es) to ensure accountability for these program elements:

- Based on industry standards
- Availability of qualified instructors
- Program evaluation and financial audits
- Placement process
- Post placement evaluation
- Clear and measurable objectives/outcomes
- Alignment with training institutions
- Providing program evaluations to constituent's (students, employers, funders, etc.)

Alaska's vocational and technical education and training system delivers quality services that are aligned with and responsive to the needs of core constituents—students, job seekers, employers, families and communities.

4.A. Align education and training investments to build a statewide system that provides opportunity for all youth and adults to equip themselves with academic, work readiness, employability, occupational, computer and technical skills.

4.B. Adopt nationally recognized, industry-based skill standards and occupational certifications, as well as program and instructor certification procedures, for secondary and postsecondary occupational education and training.

4.C. Complete development of secondary and postsecondary Career and Technical Education Program Standards for Alaska.

4.D. Address professional development issues including supply, licensure and skills upgrades to meet demand levels for vocational education instructors and counselors.

4.E. Apply *Alaska Standards for Culturally Responsive Schools*, as adopted by the State Board of Education and Early Development, in response to diverse cultural needs statewide.

4.F. Standardize terminology, coding and data to achieve timely evaluation of program performance and effectiveness.

4.G. Link public resource investments to standards-based program performance.

4.H. Evaluate system-wide performance and effectiveness using the following aggregate measurements:

- Place participants in further education or training, employment or military service.
- Increase the number of jobs held by Alaskans.

- Reduce unemployment and welfare dependence by economic region.
- Gain income for Alaskans.
- Increase the supply of workers possessing nationally recognized, industry-based skill standards and occupational certifications for *good* jobs in demand.
- Retain skilled workers in vital Alaska industries.

Component 5: Collaborative Governance . In one page, please describe how your training plan will be governed collaboratively You may use the following information and questions as a guide.

With the following additional information and explanation, answer the following:

1. Are Local/regional/state policy makers involved with this training plan?
2. What key Agencies (state, federal) are involved with the program?
3. Are Community Stakeholders (such as schools, Tribal, Native organizations, community councils, PTA's, etc.) connected to the training plan?
4. Does the training plan have involvement across the industry and connect with associated business / industries?
5. How does this training plan integrate with AWIB priorities and communicate with the AWIB board?

Alaska's vocational and technical education and training system promotes collaborative state and local policies and partnerships to ensure a close fit between education and training, labor market demands, and the needs of constituents regionally and statewide.

5.A. Build cross membership, cooperative relations and systematic communications between the AWIB, State Board of Education and Early Development, University of Alaska Board of Regents, Local Workforce Investment Boards, Local Education Agencies, tribal governments, Denali Commission, and key federal and state funding agencies. Key agencies include U.S. Economic Development Administration, U.S. Department of Agriculture, Alaska Department of Education and Early Development, Alaska Commission on Postsecondary Education.
5.B. Promote the alignment of education and training through direct planning by Local Workforce Investment Boards and Local Advisory Committees, Local Education Agencies and Local Vocational Advisory Committees, University Campus directors, and economic development organizations.
5.C. Strengthen and expand alignment and partnerships with the Alaska Native Coalition on Employment and Training (ANCET), Consortium for Alaska Native

Higher Education (CANHE), and Alaska Native corporations and training organizations.
5.D. Promote the active collaboration of parents, career and technical student and professional organizations, educators and trainers, labor, businesses and industry in policy and investment planning, development, implementation and evaluation.
5.E. To the extent authorized by federal and state law, AWIB will plan and coordinate federal, state and local vocational and technical education and training efforts, evaluate performance, and advise the Governor and Legislature on workforce development investments.

Component 6: Sustainable . In one page, please describe how your training plan will be sustainable. You may use the following information and questions as a guide.

With the following additional information and explanation, answer the following:

1. Is there industry financial support involved with this proposed training plan?
2. Is the proposer's 'managing organization' financially stable?
3. Is there a business plan developed for the training plan?
4. Does the plan address multi-year targets and milestones?
5. Are there committed connections to real jobs?
6. Is there a process for updating, upgrading the training plan (continuous improvement)?
7. Are there long term commitments for collaboration and coordination with principal constituents?

Alaska's vocational and technical education and training system is "built to last" and supported by increased funding and sustainable investment policies.
6.A. Increase funding, align existing resources and establish multi-year funding streams to achieve sustainable commitment and support to meet current and emerging workforce development needs and demand levels.
6.B. Maximize the performance and effectiveness of current programs and assets by increasing investments in professional staff, modern equipment, facility upgrades, and the provision of technical assistance and capacity-building services.
6.C. Establish funding structures and incentives that promote collaboration and coordination between K-16 education and training providers, businesses and labor.
6.D. Establish funding sources and allocation methods for timely response to specific workforce development and training needs.
6.E. Follow a continuous improvement process to assess the effectiveness of investment policies and strategies. Continuous improvement process — ongoing assessment and application of incremental and breakthrough improvements in products, services, or processes.

Alaska Workforce Investment Board
TRAINING REQUEST APPLICATION

1. Name of Program for which this application is submitted:	
2. Name of Applicant Organization and Project Facility Name & Address (if different from Applicant Organization)	
3. Street Address of Applicant Organization:	**4. Mailing Address of Applicant Organization:**
5. Phone of Applicant Organization:	**6. Fax of Applicant Organization:**
7. Type of Application: ☐ New (new project or 1st year of multi-year app.) ☐ Continuation (continuing year of multi-year app.)	**8. Proposed State Budget Year(s) and State Funds Requested** FY _____ $_____ FY _____ $_____ FY _____ $ _____
9. Employer Identification Number (EIN) SOA DHSS 92 6001185	**10. Type of Organization:** ☐ Non-profit ☐ AK Native Tribe ☐ Government ☐ Business/Private Sector Employer ☐ Other _____
11. Name of Training Project:	**12. List past grant funds the Applicant Organization received in previous years?** 2007 DHSS ☐ Yes ☐ No Amount: _____ EED ☐ Yes ☐ No Amount: _____ DOL ☐ Yes ☐ No Amount: _____ 2006 DHSS ☐ Yes ☐ No Amount: _____ EED ☐ Yes ☐ No Amount: _____ DOL ☐ Yes ☐ No Amount: _____
13. Describe how your request will be Needs Driven.	
14. Describe how your request will be Accessible.	
15. Describe how your request will be Interconnected.	
16. Describe how your request will be held Accountable.	
17. Describe how your request will be Collaboratively Governed.	
18. Describe how your request will be Sustained.	
19. Project Service Delivery Area (be specific):	
20. Proposed Training Plan. (include description, expertise required to perform services, who; i.e., name and title, will perform specific training and oversight, and what strategies will be used to obtain the program goals) and the timeline for implementing the proposed strategies. Use additional sheets as necessary.	
21. What is the agency's capacity to collect data and who will be responsible for collecting it? In what way and how often will the data be used?	

Project Director, Name and Title	**Phone:**
	Fax:

	Email:
Authorizing Person, Name and Title	**Phone:**
	Fax:
	Email:
Finance Manager, Name and Title	**Phone:**
	Fax:
	Email:
	Phone:
	Fax:
	Email:
	Phone:
	Fax:
	Email:
	Phone:
	Fax:
	Email:
	Phone:
	Fax:
	Email:

Signature of authorizing person **Date**

I certify that to the best of my knowledge that the statements in this application are true and accurate.

Alaska Workforce Investment Board
TRAINING REQUEST APPLICATION – Instructions Guide

1. Name of Program for which this application is submitted: **List Alaska Workforce Investment Board Training Application.**	
2. Name of Applicant Organization and Project Facility Name & Address (if different from Applicant Organization) **List applicant name.**	
3. Street Address of Applicant Organization: **List address.**	**4. Mailing Address of Applicant Organization:** **List mailing address if different than physical address**
5. Phone of Applicant Organization: **List phone number.**	**6. Email Address & Fax of Applicant Organization:** **List primary contact email address and fax number.**
7. Type of Application: (check the one that applies0 ☐ **New (new project or 1st year of multi-year app.)** ☐ **Continuation (continuing year of multi-year app.)**	**8. Proposed State Budget Year(s) and State Funds Requested** **FY $ FY $ FY $** **List your annual budget by fiscal year.**
9. Employer Identification Number (EIN) **Provide your federal name.**	**10. Type of Organization: (check the appropriate entity type)** ☐ **Non-profit** ☐ **AK Native Tribe** ☐ **Government** ☐ **Business/Private Sector Employer** ☐ **Other _____**
11. Name of Training Project: **Provide the name of your training application/project.**	**12. List past grant funds the Applicant Organization received in previous years? (Provide information about past SOA funders)** **2007** **DHSS** ☐ **Yes** ☐ **No Amount: _____** **EED** ☐ **Yes** ☐ **No Amount: _____** **DOL** ☐ **Yes** ☐ **No Amount: _____** **2006** **DHSS** ☐ **Yes** ☐ **No Amount: _____** **EED** ☐ **Yes** ☐ **No Amount: _____** **DOL** ☐ **Yes** ☐ **No Amount: _____**

13. Describe how your request will be Needs Driven. (Use the following questions as a guideline.)
Demonstrate how this proposed training plan is based on an industry needs assessment done by the industry, DOL or local / regional community.
Is the proposed training & development aligned with current and emergent market trends for workforce?
Is there an established career pathway for education and training that leads to career progression for individuals enrolled in the program?
Does this training plan address entry-level workers and/or upgrade steps for incumbent workers?
How is this training plan responsive to interrelated workforce, community, regional, and state economic development needs?

14. Describe how your request will be Accessible. (Use the following questions as a guideline.)
Describe the strategies that will facilitate both awareness of opportunity and enrollment for urban, rural, and under-served Alaskans.
Is the training plan proposed able to be delivered across distances?
Can the skills gained be transferred to other employment opportunities?
What financial assistance programs are available for students?
Does this training plan increase the capacity of career and technical education?

15. Describe how your request will be Interconnected. (Use the following questions as a guideline.)
How does this training plan align or articulate with secondary / post-secondary programs (university, registered apprenticeship, etc)?
Are there structured career pathways in secondary schools leading to this development program?
Are skill-sets and certifications based on national or industry established standards?
Describe how this training plan is connected to a job Placement system.
How does this training plan integrate with jobs centers?
Does this training plan address upgrade and retention of incumbent workers?
Does this training plan have an employer advisory group?

16. Describe how your request will be held Accountable. (Describe the process(es) to ensure accountability for these program elements.)
Based on industry standards
Availability of qualified instructors
Program evaluation and financial audits
Placement process
Post placement evaluation
Clear and measurable objectives/outcomes
Alignment with training institutions
Providing program evaluations to constituent's (students, employers, funders, etc.)

17. Describe how your request will be Collaboratively Governed. (Use the following questions as a guideline.) **Are Local/regional/state policy makers involved with this training plan?** **What key Agencies (state, federal) are involved with the program?** **Are Community Stakeholders (such as schools, Tribal, Native organizations, community councils, PTA's, etc.) connected to the training plan?** **Does the training plan have involvement across the industry and connect with associated business / industries?** **How does this training plan integrate with AWIB priorities and communicate with the AWIB board?**
18. Describe how your request will be Sustained. (Use the following questions as a guideline.) **Is there industry financial support involved with this proposed training plan?** **Is the proposer's 'managing organization' financially stable?** **Is there a business plan developed for the training plan?** **Does the plan address multi-year targets and milestones?** **Are there committed connections to real jobs?** **Is there a process for updating, upgrading the training plan (continuous improvement)?** **Are there long term commitments for collaboration and coordination with principal constituents?**
19. Project Service Delivery Area (be specific): Please provide the region/community/area that will be impacted by your proposal.
20. Describe the Proposed Training Plan. (Include description, expertise required to perform services, who; i.e., name and title, will perform specific training and oversight, and what strategies will be used to obtain the program goals) and the timeline for implementing the proposed strategies. Use additional sheets as necessary.)
21. What is the agency's capacity to collect data and who will be responsible for collecting it? In what way and how often will the data be used? (Please describe data to be collected and how it will be used to inform future decisions.))

Project Director, Name and Title	**Phone:**
	Fax:
	Email:
Authorizing Person, Name and Title	**Phone:**
	Fax:
	Email:
Finance Manager, Name and Title	**Phone:**
	Fax:
	Email:
	Phone:
	Fax:
	Email:
	Phone:

	Fax:
	Email:
	Phone:
	Fax:
	Email:
	Phone:
	Fax:
	Email:

_____ _____

Signature of authorizing person **Date**

I certify that to the best of my knowledge that the statements in this application are true and accurate.

BUSINESS REQUEST FOR WORKFORCE DEVELOPMENT ASSISTANCE

General Request:	
Name of Requestor (Company, Group, etc.)	
Address	**Email address / Fax**
Phone number	**Contact**
No. of Employees	**Type of Organization**
Occupation(s)	**Industry Sector**
Describe the need for assistance Worker Shortage Mitigating Attrition Decreasing Turn-over Low-skilled applicants Locating potential workers New or emerging Alaska Industry Sector Close gaps in incumbent workforce Interviewing Selection	
Describe Skill Gaps: Business Math Communications Customer Service Safety Job/Process Skills	
Describe Behavior Issues: Attendance / Punctuality Honesty / Integrity Working with others Dependability Leadership Supervisory Skills	