

Wisconsin's Regional Industry Skills Education (RISE) Initiative
A Proposal for Joyce Foundation "Shifting Gears" Grant Funding
25 August 2006

I. INTRODUCTION

Empowering low-wage workers to find job security and advancement opportunities remains a pressing challenge in Wisconsin. In a state committed to an economic development strategy based on a highly skilled workforce, key industries like manufacturing and health care face shortages of skilled labor while opportunities for lifelong learning elude low-skilled adults facing an increasingly volatile labor market. The growing importance of technology in these and other sectors is rapidly placing career advancement opportunities beyond the reach of adults who lack basic skills and educational credentials even as it increases employer demand for skilled workers.

New regional partnerships and industry sector initiatives, efforts to target training investments and align technical college and state university programs, and pioneering local industry-driven career pathway models all are laying the groundwork for fresh approaches to connecting worker education to student and employer needs. But fulfilling the potential of these initiatives amid pressures on federal and state resources will require extraordinary interagency collaboration and even more rapid and intensive innovation.

Joyce Foundation "Shifting Gears" funds will provide the catalyst for such innovation through a new "Regional Industry Skills Education" (RISE) initiative led by the Wisconsin Department of Workforce Development (DWD) and the Wisconsin Technical College System (WTCS), in partnership with Wisconsin's eleven Workforce Development Boards and sixteen technical college districts. The RISE initiative will dedicate resources specifically to aligning regional partnerships, sector-based programs, and state systems around a career pathways model; to bringing industry-driven career pathways to scale throughout the state; and to providing new career-ladder footholds to low-wage workers with limited skills.

II. THE GOAL: POLICY TRANSFORMATION THROUGH REGIONAL INNOVATION

The ultimate aim of the RISE initiative is to make industry-driven career pathways a core organizing principle for employment and training programs throughout Wisconsin. The RISE initiative will do so by building strategically on Wisconsin's strong tradition of decentralization and local control, using regional innovation to inform responsive state policies that will in turn encourage even more intense and widespread regional innovation.

Career pathways as a new program paradigm

The RISE initiative seeks nothing less than a paradigm shift in the way adult vocational education and workforce training are delivered. The process initiated through RISE will, over the longer term, work region by region and sector by sector to create pathway programs which, while respecting regional differences and unique sector needs, share the following essential elements:

- Competency-based curricula tied to employer needs and industry skill standards in a given industry sector.
- Delivery of those curricula through modular, sequential courses offering manageable "stepping stone" increments of skill-building.
- Flexible course formats offering training at times, at places, and by means convenient for both unemployed and working learners and for employers.

- Easy course credit portability across programs and institutions, for seamless progression along a career path curriculum supported by multiple training providers.
- Road maps showing the connections between education and training programs, jobs at different skill levels in a given sector, and routes of career progression through skill-building.
- “Wrap-around” support services, including career assessment and counseling, case management, child care, transportation, financial aid, and job placement.

Seeking change through model design, policy adaptation, and regional experiment

The move to a career pathways paradigm is the next logical step in Wisconsin’s regional approach to economic and workforce development. It is also a further evolution of the growing focus, both regionally and at the state level, on targeted industry sectors. And it is a natural extension of work already under way to better align state workforce development and vocational training programs. A career pathways approach will provide energizing focus for each of these efforts and solidify the mutually supportive relationship between all three. In the process, RISE will convert Wisconsin’s explicit commitment to demand-driven workforce development into actual structures of career opportunity for low-skilled workers.

But regions are unlikely to invest the substantial effort and resources that career pathways require without a compelling model offering both a convincing record of success and clear solutions to outstanding program design challenges, particularly with regard to serving low-skilled and disadvantaged workers. Such a model or set of models is critical to overcoming organizational inertia and resistance to change as well as to attracting local champions and galvanizing local support for new approaches.

Furthermore, serving the lowest skilled, most disadvantaged workers and job seekers represents a distinct challenge within the more general effort to establish career pathways. Unless services to this particular population can be integrated with a career pathways approach, the full potential of career pathways for Wisconsin’s workforce and education programs will not be realized. Special attention to this aspect of the pathways paradigm, beginning with bridges into career-oriented post-secondary training for low skilled adults whose main obstacle is lack of a high school degree, is key to ensuring that career pathways open avenues of opportunity where these are needed most.

Finally, even with compelling models on which to draw, aggressive regional pursuit of a pathways approach requires a state-level policy environment that not only eliminates needless barriers to pathway innovation but actively supports promising examples of it. The best way to ensure such a policy environment is for the process of regional innovation to be a direct extension of, and to inform as immediately as possible, the state-level workforce and employment training policy structure and process.

In sum, while program design and implementation “on the ground” will occur at the regional level, that process will be coordinated at the state level to maximize the flow of information into a process of state policy and program change.

Collaborating toward a continuing cycle of change

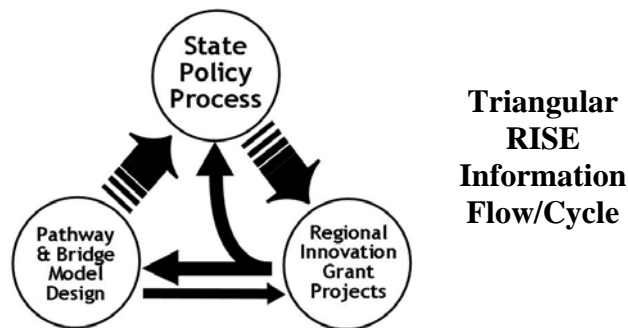
In close consultation with the Center on Wisconsin Strategy (COWS), and with technical assistance and implementation guidance from other key experts and stakeholders, the RISE partnership will establish a structured collaboration between state-level programs and regional partnerships. This collaboration will pursue three core strategies for beginning to organize Wisconsin’s workforce systems around a career pathways paradigm:

1. *Developing persuasive and replicable career pathway models* for improving access, by workers and jobseekers at varying skill levels and career stages, to employer-demanded skills and credentials in high-wage, high-growth industries.

2. *Improving career-pathway access specifically for low-wage, low-skilled adults* through industry-driven programs bridging Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED) study and post-secondary vocational education.
3. *Propagating adult career pathways and basic education bridges to pathways throughout the state*, through “innovation investment” grants to regional inter-agency and public-private partnerships formed to integrate regional economic, workforce, and education strategies.

Each of these strategies will address a different facet of the career pathways challenge. The first will focus on the essential model itself, and on refining the core pathway design concept to be implemented regionally throughout the state. The second will focus specifically on the design of bridges to pathways for adults nearly but not yet ready for post-secondary vocational education and training. And the third will focus on particular implementation challenges (and new perspectives on design issues) arising from attempts to establish career pathways in different industry sectors in diverse regions of the state.

Those regions already furthest along in building career pathway and bridge-to-pathway structures through existing regional partnerships will take the lead in working with the state to establish a prototype pathway model or set of models. That prototype design process will inform initial efforts to identify state-level program and policy barriers, needed state-level policy incentives, and strategic priorities for targeting state level program resources to advance a career pathways agenda. As a new state policy context takes shape through these efforts, initial rounds of state-funded regional innovation grants to regions just embarking on career pathway projects will provide fresh experience and expand the knowledge base from which to pursue further refinement both of the regional pathways model and the state-level policy framework.



III. THREE STRATEGIES, THREE AREAS OF POLICY INNOVATION

Through this cyclical process, the RISE initiative will address all three of the Joyce Foundation’s announced policy priorities, enacting cross-cutting interagency agendas for improving student educational transitions and for better connecting labor market supply and demand behind regional growth efforts. These three policy priorities will be interwoven throughout all three strategies at the core of the RISE initiative. Those strategies also represent the three primary sets of state-level program and policy changes that will be fueled by regional innovation in career pathways.

Strategy 1: Developing replicable industry-driven career pathways models for Wisconsin.

Over the past decade, promising career pathways efforts have arisen independently in various state regions, most notably in south central Wisconsin through an innovative partnership among the local workforce board, technical colleges, other regional and industry stakeholders, and COWS. But even the most advanced of these is a relatively new experiment that faces continuing program design challenges in

key areas. Converting promising programs to prototypical ones requires intensified attention to these design challenges while also documenting and analyzing design successes offering “best practices” for other regions to emulate.

Building on regional innovations and state program alignment efforts, and drawing as well on research into career pathways programs in other states, the RISE initiative will assist regions already pursuing career pathways strategies to analyze their successes, failures, and progress. The purpose will be to identify particular dimensions of the career pathways approach that pose particular program implementation challenges and to identify potential solutions to those challenges. Ultimately, this strategy will seek to clarify, at the regional level, cross-cutting organizational agendas for career pathways program design and implementation that have ramifications both for state policy regarding career pathways and for expanding career pathways approaches to new regions.

Wisconsin will pursue several specific program initiatives and policy changes as part of this strategy. Those that will be priorities during the period covered by the grant include:

- Developing new technical college program configurations to create increments of skill progression that are both responsive to workplace needs and navigable by adult learners and workers. Two particular areas of focus under this include:
 - Adjusting technical college educational program classification systems to be more receptive to, and remove disincentives to, new modularized industry-driven curricula.
 - Better articulating career pathway course modules with other instructional programs to ensure transferability of credits earned through career pathway courses.
- Working with the Worldwide Instructional Design System (WIDS), a Wisconsin-based non-profit affiliate of the Wisconsin Technical College System Foundation, to develop curricula to transition students to occupational training through industry-based career planning, contextual learning, and pre-tech activities.
- Exploring new strategies for enhancing the industry credibility of pathways programs, engaging employers in career pathway development, and ensuring that learner progress along pathways is linked with industry-recognized skill sets and credentials. Areas of focus include:
 - Increasing employer-recognized credentialing of skill achievement below the Associate Degree level.
 - Linking regional career pathway development efforts with emerging national and state industry standards and credentialing projects in particular sectors.
- Improving interfaces between career pathway programs and Wisconsin’s Workforce Investment Act (WIA) and Temporary Assistance for Needy Families (TANF) or “Wisconsin Works” (W-2) programs. Several areas of focus here include:
 - Reconciling program participation rules with pathway-related training to maximize the ability of learners to advance through career pathways while receiving other program supports and assistance.
 - Ensuring that statewide WIA and W-2 performance metrics and standards reinforce and reward participation in industry-driven career pathway programs.
- Incorporating the new pathways, by region, into WISCareers, the state’s web-based career planning system, providing a simplified (self-directed) interface for RISE participants, and enhancing existing portfolio features for all adult learners and workers to track their progress along their chosen career pathways/ladders.

Longer-term policy discussions that will be initiated during, but extend beyond, the grant period include:

- Innovation in methods and formats for integrating career-pathway training models with work experience, with a particular focus on:
 - Workplace learning and sector-based training centers developed in collaboration between businesses, business consortia, and technical colleges.
 - Coordination of apprenticeship program participation with career pathway curricula and course modules.
- Identifying ways to expand financial aid for working adults, in particular part-time students and dislocated or incumbent workers, whose career education patterns do not fit standard post-secondary financial aid requirements. Particular areas of focus here include:
 - Modifying state financial aid eligibility policy wherever possible to increase student financial aid access.
 - Increasing financial aid investments through partnerships between regional organizations, state agencies, and business and industry at both the regional and state level.

Strategy 2: Improving career pathway access specifically for low-skilled adults

Early regional efforts to develop career pathways have already identified the lowest-skilled workers and most under-prepared learners as posing distinctive challenges to a career pathways approach. Thus, in addition to further developing a general career pathways model, the RISE initiative will pursue a second distinct strategy of intensive attention to the particular needs of low-skilled individuals. The objective of this strategy will be to make career pathways more accessible to low-wage workers with low skills by *improving student transitions* from learning basic skills to earning occupational credentials.

This “bridges to pathways” or “basic education to post-secondary transitions” component of the RISE initiative will build on the technical colleges’ established dual role in providing comprehensive adult basic education and post-secondary occupational training. Initially, this effort will focus mainly on workers and learners on the upper rungs of the adult basic education skill ladder but who still lack the secondary school preparation needed to enter post-secondary vocational training.

One particular area of emphasis within this strategy will be to integrate the GED process more fully into a career pathways model. This entails both tailoring the content of GED programs to industry-driven career pathways and encouraging students to gear their performance objectives in those programs to career standards above and beyond the minimum requirements of a GED. The objective will be to make the GED the beginning of a career-building process for more adult learners, rather than merely the end of a basic education program.

A second area of emphasis will be to expand the availability and variety of industry-sector-focused upper-level basic education programs in each region. As with the career pathways model more generally, promising models or templates from regions already taking the lead in this area will serve as starting points for developing replicable introductory curricula for teaching basic industry workplace skills in manufacturing, health care, and a growing list of other sectors.

Specific work activities and program and policy change initiatives associated with this strategy during the grant period will include:

- Conducting a WTCS state-system-wide inventory of bridge or basic-education-to-post-secondary transitions programs to identify opportunities for closer alignment, models for statewide replication, and key program and resource gaps. The objective will be to maximize opportunities to build bridges to pathways out of existing program resources, minimize resistance to program change by building as

much as possible on familiar practice, and enabling any new resources to be as efficiently targeted as possible.

- Using targeted “bridge access grants” to technical colleges to provide incentives and resources for local adoption of programs specifically designed to improve transitions between adult basic education for lower-skilled workers and post-secondary vocational training located on a regional industry-driven career pathway.
- Pursuing specific provisions for addressing industry-based bridge programs that meet the emerging needs of Wisconsin’s changing population of limited English proficient learners and workers, including a growing number of Spanish-speaking residents and recent influxes of Hmong and other refugee groups.
- Adapting the online career assessment, planning, and self-management tools in WISCareers to enable adult learners to understand career pathway structures, motivate themselves, and track their progress toward long-term career objectives while pursuing the immediate goals within their regionally developed pathway. Long-term objectives might include traditional associate or advanced degree programs and higher wage/demand occupations within the career pathway/industry.
- Further adapting WISCareers to ensure users are aware of GED and Test of Adult Basic Education (TABE) score standards in math, science and other areas and understand the significance of these standards for program entry and advancement. “Reflective” prompts built into the WISCareers career planning and portfolio process will alert adult learners to relevant entry standards, and access through WISCareers to GED practice tests will enable adult learners to assess their readiness to meet those standards.

Longer-term policy discussions that will begin during but extend beyond the grant period include:

- Integrating bridge-to-pathways or adult basic education-to post-secondary transitions programs with the WIA and TANF/W-2 programs, with a particular focus on:
 - Connecting adult basic education participation through these programs more systematically with pathway-related industry-driven bridge programs.
 - Facilitating bridge program participation through wrap-around support services provided through these programs.
- Recalibrating GED test scoring systems to better reflect the skill demands of industry-driven career pathways, and ensure that the skill levels associated with earning a GED connect with the skill levels needed to enter into a career pathway.

Strategy 3: Propagating industry-driven career pathway and bridge programs throughout the state using regional innovation investment sub-grants.

In 2005, the Department of Workforce Development initiated its innovative Growing Regional Opportunities in Wisconsin (GROW) grant program, designed to encourage regional partnerships among Workforce Development Boards (WDBs), technical colleges, business, and industry. Over the past year, seven regions, most encompassing multiple workforce development areas and some including portions of neighboring states, have established or expanded such partnerships using GROW funds to leverage other regional and local resources. Guidelines for the second year of GROW grants (“GROW II”) encourage regions to build career pathway approaches into their regional partnership strategies.

Building on the foundations established through GROW I and GROW II, “GROW III” will be a program of innovation investment grants geared specifically to integrating industry-driven career pathways and bridge-to-pathways programs into GROW-funded regional partnerships. The Wisconsin Association of Job Training Executives (WAJTE), as the organization representing WDB leaders, will be a primary partner with DWD and WTCS in overseeing this regional innovation investment program.

In addition to expanding the number of pathways projects on the ground in different parts of the state, these regional innovation investments will add new depth and dimensions to the evolving statewide understanding of the career pathways concept. It will do so by testing the pathways model, at progressive stages of development, in new and different geographic, demographic, organizational-cultural and industrial-economic contexts.

As part of an incremental, region-by-region implementation strategy, these innovation investment sub-grants will target regions for funding according to the following criteria:

- Breadth and depth of regional workforce development, economic development, and education system stakeholder partnerships.
- Clarity of regional strategic vision, particularly with respect to targeted industry sectors and their role in the region's economic growth.
- Quality of private-sector business representation and intensity of business engagement and leadership of regional efforts.
- Demonstrated leadership and innovative capacity on the part of the region's technical colleges.
- Potential for illuminating new dimensions of the career pathways model.

In conjunction with other efforts to *align the demand and supply sides of regional labor markets*, this regional innovation grant process will:

- Begin the incremental statewide replication of industry-driven career pathways while testing the prototype model, at its most current state of development, in specific regional contexts.
 - Regions with different special population needs.
 - Regions with unique variations on a given sector.
 - New sectors as distinctively salient in a particular region.
- Use industry-driven career pathway building to intensify and add structure to regional partnerships among educational institutions, workforce boards, and economic development agencies.
- Connect industry-driven career pathways with specific regional economic growth strategies, and engage regional employers intensively in career pathways design and implementation.
- Develop regional strategies for using industry skills alliances and service consortia to pool training resources and realize economies of scale.
- Build employer support for regional career pathways structures, for employee participation in pathways programs, and for increased private-sector investment in worker education and training. This includes, in particular:
 - Tailoring incentives (financial and otherwise) to increase business and industry commitment to ongoing employee skill development through career pathways.
 - Developing methods for quantifying and communicating the value to employers of participation in career pathway programs.

The sub-grant agreements governing these regional innovation investments will include specific requirements for collaboration with DWD, WTCS, and WAJTE in evaluating regional project implementation and contributing information to the state-level policy process. They will also require that regional innovation investment projects participate in a "peer assistance" network for cross-regional information and "best practices" sharing. In both these ways, individual regional sub-grant investments will function both as extensions of and information resources for a statewide policy learning and program innovation process.

IV. FROM POLICY LEARNING TO PROGRAM AND SYSTEM CHANGE

The regional innovation efforts associated with Strategy 3 above will be projections of state policy, deliberately designed to guide a process of statewide program and system change. Their role in a coordinated state effort will lend those regional innovation efforts greater-than-regional significance.

Program implementation as adaptive learning process

In effect the state will learn by doing, applying knowledge derived from each sector-focused and region-specific pathway project to ongoing state-level policy deliberation. Thus, even as each of the three strategies illuminates critical design features and “best practices” in career pathways, bridge-to-pathway programs, and regional partnerships to support both, the state will be actively monitoring and processing information from each in order to identify:

- Specific policy barriers to implementing pathways.
- Institutional or organizational obstacles to pathway development.
- New ways of marshaling existing resources more efficiently behind a pathways agenda.
- Needed levels and priority targets of new program funding to advance a pathways agenda.

As noted in Section II above, this state-level learning process will occur through a continuous cycle of progressive adaptation to the state’s growing experience with career pathways.

- Each regional innovation investment will initiate a regional pathway program based on the pathway model at its most recent stage of development.
- As each regional pathway innovation project unfolds, it will be subject to continuous monitoring to evaluate the implementation process, and the outcomes and impacts of that process.
- The products of that evaluation will be channeled back into the ongoing pathway model design process, so that new design elements and “best practices” can inform the next attempt to replicate the model through regional innovation investment sub-grants.
- That same evaluation information will flow into the state-level policy process, in order to ensure that state policy supports for career pathways—including further regional innovation investments—incorporate the most recent lessons from previous regional efforts.

In sum, the state will *initiate* in order to *evaluate*, evaluate in order to *replicate*, and replicate by initiating yet again—with each revolution in the cycle taking the pathway model and the state policies supporting it to a new level of development.

Translating lessons learned into state policy, and learning from state policy adaptation

This cyclical relationship between regional innovation and state-level policy and program adaptation will be managed by a state-level RISE Steering Committee in collaboration with several other project and partner groups. The organization of these entities, their roles and their relationships to each other are detailed in Section VI below.

That region-state-region innovation and adaptation cycle will coincide with a similar cycle of initiation-evaluation-further adaptation at the state level, as state policy recommendations issuing from the RISE initiative filter through the various state program channels. Although these program channels will be the primary mechanism through which the RISE policy learning process assumes the form of actual program policy, they will also serve as further feedback mechanisms in that learning process, as the state (and regions) adapt to challenges encountered in implementing new state policy and adapting and aligning state programs to the career pathways paradigm.

- **WTCS** will engage with the RISE recommendations through structures already in place to ensure ongoing communication between state-level decision makers and local stakeholders. These include regular discussions between technical college leaders (college presidents, instructional vice presidents, and student services administrators) and WTCS to develop educational policy and procedures.

These meetings will serve as a forum for sharing successes and challenges in the implementation of career pathways and bridge-to-pathway programs, and for bringing input from local stakeholders to bear on recommendations WTCS presents to the WTCS State Board. In turn, changes in program operations guidelines and requirements will be communicated through administrative memoranda, educational service manuals, and policy issued by the State Board. In a similar way, WTCS annual grant priorities and grant guidelines will be aligned behind career pathway and bridge program requirements.

- **DWD** will likewise engage with the RISE recommendations through established program policy mechanisms and processes governing the state’s WIA and TANF/W-2 programs. These include the monthly meetings of WAJTE, regular meetings of the W-2 Contract and Implementation Committee, periodic WIA statewide program roundtables, quarterly meetings of the state Council on Workforce Investment (CWI), and periodic meetings of CWI committees. Updates, progress reports, and specific policy guidance requests will be regular agenda items at the meetings of these committees, which will serve as policy information conduits both to and from the RISE initiative.

The policy recommendations emerging from the RISE initiative will be translated into WIA and TANF/W-2 program action through such mechanisms as program administrators’ and operations memoranda, program manual updates, and training protocols for both field and central office staff. Annual or biennial TANF and WIA state plans, W-2 contracting processes, and WIA local planning processes will be further mechanisms for implementing career pathway-related policy changes.

Most critically, the GROW grant program and other discretionary DWD grant funding is being and will continue to be coordinated with the RISE initiative, with grant guidelines and funding criteria designed to target incentives and resources in keeping with the emerging state-level career pathways policy agenda.

- **Both WTCS and DWD** will jointly pursue two key strategies for building statewide momentum behind the career pathways concept and engaging program stakeholders on an ongoing basis.
 - A statewide RISE rollout campaign will announce the RISE initiative, and begin marketing the career pathways concept to key stakeholder groups. In addition to public announcements and a set of published informational materials, the initiative will establish an internet presence through a dedicated web site. The rollout campaign will make heavy use of the state Council on Workforce Investment, its committees, and the GROW regional partnership infrastructure to publicize the RISE initiative and the various policy development efforts related to the three core RISE strategies.
 - Periodic summits of their respective programs, as well as joint DWD/WTCS RISE career education summits, will publicize the career pathways concept, showcase regional career pathway accomplishments, assess the progress of the RISE initiative, and discuss broad strategic direction for RISE.

V. LEVERAGED RESOURCES

These state level mechanisms and processes have already been helping lay the groundwork for the RISE initiative by beginning to steer program policy in directions supportive of a career pathways approach. These multiple state initiatives are sources of energy and resources on which the RISE initiative will

draw, and which RISE will now focus even more deliberately and intensively on a career pathways agenda. Those initiatives include:

- *WTCS Board Strategic Direction for 2005-2008* focusing on “bridge” programs, “under-prepared learners,” career ladders for working adults, and flexible training options for business and industry.
- *WIA Policy Direction* requiring that 35% of local WIA funds be spent on training that leads to high wage jobs.
- *Job Service Operations Plan* provisions for establishing Job Service industry liaisons in health care, manufacturing, and construction.
- *TANF/W-2 Policy Direction* requiring that 15% (and eventually 35%) of Milwaukee job development agency service funds go to skills training in jobs with career pathway opportunities.

Reinforcing these policy initiatives is recently targeted program funding that includes:

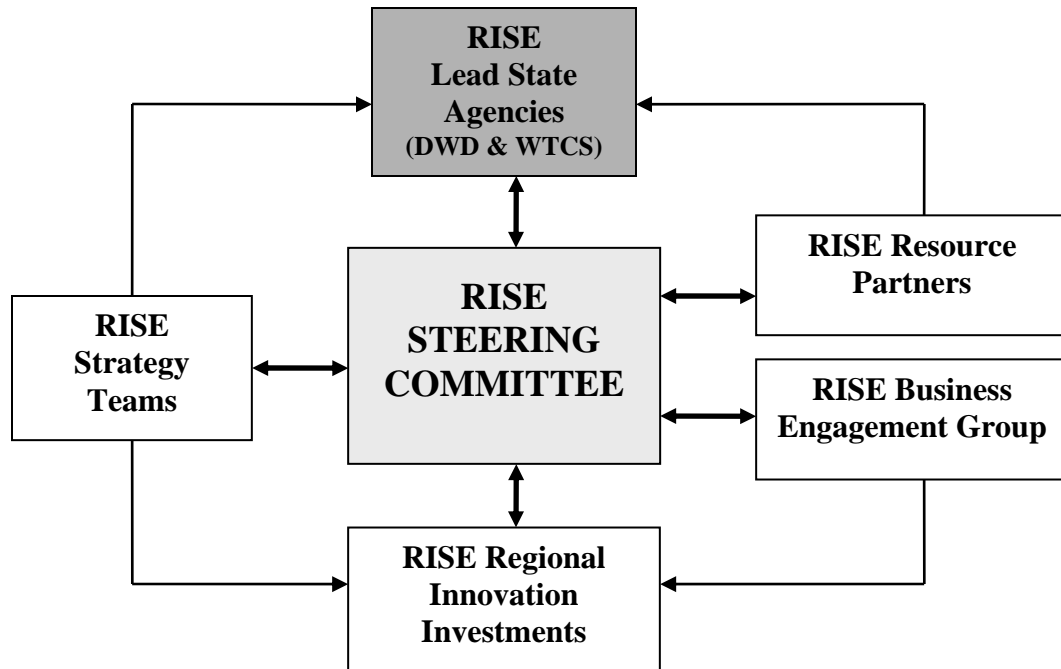
- *WTCS Workforce Advancement Training Grants* (\$1 million per year), emphasizing projects to increase business and worker productivity and expand industry career opportunities.
- *WTCS Adult Literacy Grants* (\$560,000 annually) to support innovative literacy practices.
- *WIA Incentive Grant funds* (\$713,988) to be targeted at basic academic, employability, and occupational/technical skills in advanced manufacturing. The Request for Proposals for demonstration grants is being developed to complement and support the policy objectives of the RISE Project and will incorporate career pathways design expectations with a sector-focus on advanced manufacturing.
- *CWI “Growing Regional Opportunities in Wisconsin” (GROW) Round II grants* (\$400,000 will be awarded in the fall of 2006, building on a \$465,000 GROW Round I investment in 2005) to support regional partnerships with an emphasis on career pathway strategies. This proposal earmarks at least \$300,000 for 2007 to support program innovation investments in sector-based career pathways.

Wisconsin’s GROW grants preceded the U.S. Department of Labor Workforce Innovation in Regional Economic Development (WIRED) initiative but advance similar regional partnerships among workforce/economic development and education.

- *Skills Enhancement Grants* (\$750,000 in 2006) to statewide and regional Community Action Programs to support training for low-wage, low-skilled workers. This targeted grant, funded by WIA discretionary funds, will be continued into 2007 with a focus on building closer connections to the workforce system.

VI. PARTNER ROLES AND RESPONSIBILITIES

Building on these established initiatives, pursuing the three project strategies, and harnessing those strategies to a process of state policy change will require a new set of institutional and program relationships and coordinating mechanisms. In many cases these mechanisms will be formed by assigning new roles to existing organizations. In some instances they will require the recruitment of additional staff dedicated specifically to the RISE initiative.



Project organizational structure

- **RISE Lead State Agencies** – The lead grantee for purposes of receiving the grant from the Joyce Foundation will be the Department of Workforce Development. For purposes of accountability and state oversight, the DWD will share the lead with the Wisconsin Technical College System. Together, these two state agencies and the programs they administer will be the primary staging area for the RISE initiative and its three core policy innovation strategies.
- **RISE Steering Committee** – An interagency RISE Steering Committee made up of representatives of DWD, WTCS, WAJTE, and COWS will plan the phased implementation of the RISE initiative and coordinate the work associated with the three core RISE strategies. This committee will be comprised of individuals committed to this project and capable of effecting change in their respective organizations, managing ongoing work projects, and communicating progress to other stakeholders. Project coordination and day-to-day management will be performed by an independent project coordinator contracted specifically for this project.
- **RISE Strategy Teams** – Three Strategy Teams will be responsible for implementing each of the three core RISE strategies and the work tasks associated with them. Each team will be led by a subgroup of the Steering Committee and report to that committee. The composition of the remainder of each team will vary by strategy, drawing membership as appropriate from the Resource Partners group, the Business Engagement Working Group, other supporting stakeholder groups, and organizations contracting with the DWD/WTCS RISE partnership.

- **RISE Resource Partners** – The RISE Resource Partners will be a broader group that includes the Steering Committee member organizations and other key resource organizations in Wisconsin. At a minimum these additional partners include the University of Wisconsin (UW), UW-Center on Education and Work (CEW), and the Wisconsin Department of Public Instruction (DPI). All of the organizations listed above have been involved in the design of the initiative.

DPI, the state’s K-12 public education agency, is the GED degree-granting institution and therefore involved in this effort particularly from the standpoint of integrating GED/HSED programming with the RISE career pathways approach. This involvement will advance DPI’s commitment to preparing Wisconsin’s citizens to participate in the knowledge-based economy and to streamlining statewide career preparation efforts.

- **RISE Business Engagement Working Group** – The importance of active and ongoing business engagement has been recognized throughout the planning process and will be given specific organizational form through a working group made up of business members of the state Council on Workforce Investment (CWI), regional Workforce Development Boards, and technical college employer advisory groups. This working group will coordinate business representation on the three RISE Strategy Teams. It will facilitate consultation with business on the refinement of the career pathways model, the marketing of career pathways to the business community, and the contextualization of pathway curricula to industry-specific skill needs and credentialing protocols. Finally, it will connect business representation at the state level with business engagement in pathway building processes in each state region.
- **RISE Regional Innovation Investments** by regional partnerships in conjunction with the GROW grant program, as described in detail under Strategy 3 above, will be managed and monitored by the Steering Committee and one of the Strategy Teams, with input and advice from the Business Engagement Group. Pathway model design and policy information will flow to the relevant other Strategy Teams, to the two lead state agencies through the Steering Committee.

Numerous state agencies and organizations are interested in career pathways and have indicated support for the policy objectives of the RISE initiative. They will be briefed regularly and consulted as appropriate as the project develops. These state-level stakeholder organizations include the state Council on Workforce Investment; the State Departments of Commerce, Corrections, Health and Family Services; various WCTS stakeholder groups; and Wisconsin Literacy, Inc.

Project contractual relationships

In addition to a subcontracting relationship between DWD and WTCS for the major curriculum components of the RISE effort, several other entities will be enlisted through subcontracting to perform specific roles in the RISE initiative. These roles are described below; actual contract amounts are indicated in the Budget sections (Section XI and Appendix A) of this proposal. With the exception of the Worldwide Instructional Design System (WIDS), all of these organizations have been involved in the design of the RISE initiative.

- **Center on Wisconsin Strategy (COWS)** – COWS will serve as a significant partner and champion of this effort. Over the last two years, COWS has worked closely with state leaders on key system reform issues, providing information, research, and vision to help promote reform and system alignment. Drawing on that history, and given its understanding of key issues facing low-wage workers, COWS has played a critical role in the development of the Wisconsin’s RISE proposal. COWS’ role in this project will include:
 - *Key design partner for the overall project* - COWS will serve on the RISE Steering Committee and will provide advice on design and implementation of the project. This is a strategic role, leveraging COWS’ ground-level understanding of Wisconsin workforce systems and its

broader vision for reform of state systems and labor markets. COWS will serve as a collaborator on design and provide leadership to help promote and build the project.

- *Important resource for information on local innovation* - COWS has long experience in south central Wisconsin with issues of industry partnership-building, career pathway development, technical college training, and system alignment to better serve low-wage workers. COWS will have a vital role in documenting and translating that local experience for application by other partners throughout the state. COWS will be joined in this work by other south central Wisconsin groups with which it has an established working relationship, in particular the Workforce Development Board of South Central Wisconsin and Madison Area Technical College.
- *Ongoing project monitoring, assessment, and improvement* - COWS has developed strong systems and protocols for ongoing monitoring and project assessment, not only in south central Wisconsin (where this work was supported by a major U.S. Department of Labor grant) but also in the greater Milwaukee area as part of the Milwaukee Jobs Initiative. COWS will review practice to set benchmarks for current system performance and document the contribution of the RISE project to progress in both technical college and workforce board areas of work.
- **Workforce Development Board of South Central Wisconsin (WDBSCW) and Madison Area Technical College (MATC)** – The WDBSCW and MATC have been actively developing and refining a career pathways model for five years, supported in part by grants from the US Department of Labor and the Joyce Foundation. This model will form the foundation of the career pathways prototype that the RISE initiative will seek to propagate throughout the state. Although the RISE partnership will draw on the experience of other regions as well, it will rely most heavily on these two south central Wisconsin organizations to help document the model, prepare for state roll-out, and champion the model to the statewide workforce development community.
- **Worldwide Instructional Design System (WIDS)** – WIDS was developed within the Wisconsin Technical College System Foundation to develop curricula for the system. Its success has led it to expand into a company with national and even world-wide reach. WIDS will be called upon to work with the state board and individual colleges in curriculum design and development, particularly for the upper-level ABE, ESL, and GED curricula to transition students to occupational training through industry-based career planning, contextual learning, and pre-tech activities.
- **University of Wisconsin Center on Education and Work (CEW)** – The CEW, through its Wisconsin Careers unit, has served Wisconsin for decades with nationally acclaimed career development tools. Its current career system, WISCareers, is considered one of the best in the country, with components in use by other states. The system is available at Wisconsin Job Centers, WTCS campuses, UW campuses, and a majority of K-12 institutions.

For this project, Wisconsin Careers will modify its system to incorporate information on new pathways as they are developed by regional partners. This information will include descriptions of the pathways and will link the pathways to related occupations, educational programs, and industries. As a result, adult learners will be able to relate their chosen pathway to existing occupational, educational, and industrial data within WISCareers. By incorporating the pathways into the WISCareers’ “ePortfolio,” adult learners will be able to track progress within the context of their long-term career goals. These goals might include traditional associate or advanced degree programs or training in higher wage/demand occupations related to a chosen career pathway.

- **Wisconsin Association of Job Training Executives (WAJTE)** – WAJTE is the association of Workforce Development Boards, representing all eleven of Wisconsin’s boards established under the Workforce Investment Act. Seven of these workforce boards are the current lead grantees for the GROW regional partnerships that will be the focus of the RISE Regional Innovation Investment

grants. In addition, all WDBs may be eligible under RISE for small seed grants to begin career pathways model implementation. (*Note: WAJTE is in the process of changing its name to the Wisconsin Workforce Development Association.*)

In addition to drawing on Wisconsin expertise, the RISE initiative will call upon out-of-state experts to assist at various stages in implementation of the project. The RISE initiative will also look to the Joyce Foundation for recommendations on individuals and organizations that can provide the best expertise and assistance related to the three core RISE strategies. Examples of the individuals or organizations with which the RISE partnership may contract include:

- David Gruber, Gruber and Pereira Associates, for assistance on design and refinement of the career pathways model.
- Davis Jenkins, University of Illinois at Chicago, for assistance in presenting and championing the career pathways concept in conjunction with statewide project roll-out.
- The Workforce Strategy Center, for national career pathways design expertise.

VII. SUSTAINABILITY

The RISE initiative builds on state policy commitments to work-focused training that have enjoyed bipartisan support, been championed by both Democratic and Republican administrations, and can be expected to continue under the leadership of policy staff not affected by election outcomes. Furthermore, both those general commitments and the specific emphasis on regionalism and industry sector approaches are establishing deep institutional roots in both DWD and WTCS.

Local career pathways initiatives and the regional partnerships likely to be key to their statewide expansion evolved prior to and independently of the state policies recently established to encourage and support them. Private sector engagement and support for these partnerships also provides a strong basis for program continuity.

The various programs and policy directions referenced in Section V of this proposal as sources of leveraged resources will themselves become more focused, efficient, and sustainable in conjunction with a more deliberate career pathways orientation. This, combined with the continued institutional support for and leadership of these programs by the agencies represented on the RISE Steering Committee, will establish these programs even more securely as foundations for sustained development of the career pathways paradigm.

In addition, the use of career pathways to link industry-driven education and training with regional public-private partnerships for economic growth is in close alignment with the federal workforce policy direction signaled recently by such major initiatives as the US Department of Labor's WIRED project. The RISE initiative is deliberately intended, and will actively seek, to position Wisconsin to be effective in securing federal program resources such as WIRED and through the Community Job Training Grant program.

Finally, promoting project sustainability through broad-based support by workforce program stakeholders will be a key objective of the state-wide roll-out and outreach campaign associated with the RISE initiative. That campaign will be designed to ensure that program policy leaders, providers/practioners, and customers all understand the career pathways paradigm, perceive its potential value, and support progressive increases in the resources invested in a career pathways approach.

VIII. EVALUATION

Evaluation of RISE initiative implementation, outcomes, and impact will take several forms:

- A process evaluation led by COWS will analyze and assess the implementation of the project and its various components. COWS will conduct directly and/or support the development of reviews of

practice to establish benchmarks on current system performance and to document the ways that this project is generating progress in both technical college and workforce program areas of work.

- A final inventory will be conducted of the sector-based career pathways that have been developed and the improved bridge program transitions to connect to pathways that have occurred as a result of the grant activity.
- An outcomes component will be established to target specific increases in participation and transitions between education and training programs that form the career pathways structure. These include increases in GEDs (including non-English GEDs) awarded, increases in placements into industry-specific post-secondary education or training programs, and increases in job placements out of training programs. We expect, however, that outcome increases in these categories may occur after the grant period has ended.
- To begin some long-term evaluation planning, the state will also explore mechanisms and data-sharing agreements for longitudinal tracking of participants using cross-program data matching. Such tracking will document the impact on earnings of learner education and training, skill attainment, and career advancement through the career pathways approach.
- A final report will detail state-level policy and practice changes that have occurred directly or indirectly as a result of the grant-funded work. This will include specific programmatic policy changes, post-secondary educational system policy changes, and changes in the level and allocation of resources within and among state workforce development and post-secondary vocational education programs.

IX. DATA INFRASTRUCTURE

Wisconsin already has highly developed automated systems for gathering and reporting administrative data on program participants. The ASSET system for WIA programs, CARES system for TANF/W-2, and the WTCS Client Reporting System (covering both adult basic and post-secondary occupational education) will produce much of the information needed to administer and evaluate the RISE initiative. Established data-sharing agreements among these programs as well as with the state's Unemployment Insurance system will be used (and augmented as needed) for cross-program data collection and tracking.

Among the recommendations expected through the RISE initiative are those concerning data system integration needs specific to industry-driven career pathways. As part of the project, and in conjunction with the evaluation process, the UW Center for Education and Work will explore ways of adapting the WISCareers online career planning system for tracking student progress and outcomes within a career pathways paradigm.

Individual GROW partnerships are developing regional metrics which, along with a set of metrics the state is creating in conjunction with GROW, offer a framework for inter-regional and pre/post comparisons that can help gauge regional impacts of implementing a career pathways model. These include metrics on educational attainment, making it possible to track changing regional profile of attainment at the full range of levels—"less than high school" to "bachelor's degree or above." The metrics also include indicators of regional and family prosperity, such as single parent families and families receiving program assistance, to help gauge changing dimensions of the low-income population.

X. GENERAL PROJECT TIMETABLE/MILESTONES

Joyce Foundation Shifting Gears funds will enable Wisconsin to begin a long-term transformation in how state programs serve learners, workers, and employers. The primary purpose of the grant-funded activities will be to lay the groundwork and set the course for that longer term transformative effort. The following timeline describes the phased development of the main project components within the two years covered by grant funds, and indicates several of the longer term elements continuing beyond that period.

YEAR 1 – 2007

- *1st Quarter*
 - Recruit coordinator; finalize project organization structure, workplan, and evaluation protocol
 - Complete internal DWD/WTCS orientation on pathways, bridges, and RISE project
 - Develop sub-contracts with specific timeframes and deliverables
- *2nd Quarter*
 - Begin career pathways prototype design process (w/COWS, WDBSCW, others)
 - Begin statewide RISE project orientation (at meetings, conferences, etc.)
 - Conduct statewide “bridges to pathways” program inventory
- *3rd Quarter*
 - Publish preliminary report on pathways design issues; establish RISE website
 - Issue RFP/grant guidelines for regional innovation investment grants (“GROW III”)
 - Produce bridge curriculum development plan based on inventory
- *4th Quarter*
 - Issue first round of RISE regional innovation investment grants
 - Contract with WIDS and others for curriculum development; begin planning WISCareers changes
 - Issue preliminary report on state program support strategy for career pathways
 - Issue interim RISE implementation report and evaluation

YEAR 2 – 2008

- *1st Quarter*
 - Conduct first annual DWD/WCTS career pathways summits/institutes
 - Identify RISE-related policy revisions to WIA and TANF/W-2/WTCS state plans
 - Begin disseminating new pathway and bridge curricula and bridge access grant guidelines
- *2nd Quarter*
 - Begin applying regional innovation information to pathway design process
 - Begin revisions to WISCareers to support emerging career pathways model
 - Present/discuss state-level policy changes at WIA/W-2/WTCS meetings, conferences, etc.
- *3rd Quarter*
 - Publish career pathway “manual” or “best practices guide” based on design process
 - Complete revisions to WISCareers
 - Complete initial wave of proposed WIA/W-2/WCTS program changes (and budget requests)
- *4th Quarter*
 - Issue preliminary report on first wave of regional innovation investments
 - Issue guidelines/RFP for second round of regional innovations investment grants
 - Inventory RISE-related state program changes completed, in process, or outstanding
 - Develop and disseminate final report to statewide stakeholders and policy decision-makers

YEAR 3 AND BEYOND

- RISE/career pathway “summits” established as annual events
- Pathways a routine component of all WIA, W-2, and WTCS program planning
- Regional metrics revised to support pathways program planning (set benchmarks and track impacts)
- RISE regional innovations investments focus increasingly on:
 - Work-place-based learning mechanisms/centers to connect with pathways
 - Financial aid and other supports for learners/workers on career pathways

XI. BUDGET

The RISE Steering Committee will use sub-grants to direct project funds toward career pathway and bridge-to-pathway program design, career pathway and bridge-to-pathway curriculum development, information system programming, project roll-out and orientation activities, and evaluation. Most of the remainder of the project budget (including the bulk of the state matching resources) will go to “innovation investment” grants to regional partnerships to begin establishing career pathways programs on a regional.

Those regional innovation investment grants, along with bridge implementation grants to technical colleges, will become more central during the second year of the project. During the first year, project funding will focus more heavily on program and system coordination, pathways program design, and curriculum development activities.

Budget narrative

1. RISE Coordinator

- Year 1 – A project coordinator will be recruited to add capacity to the RISE initiative beyond existing staff. A key role of the coordinator will be to provide outside perspective, keep the project on track, push the various entities when needed, and maintain a “big picture” perspective while keeping the various project components in focus. The coordinator will be a well-known and well-respected professional capable of providing both visionary leadership and detailed project management. During Year 1 the coordinator will convene numerous groups at all levels of the RISE organizational structure and educate other stakeholders and advisory bodies. The position may vary between half-time and three-quarter time during Year 1.
- Year 2 – The reduction in funds allocated for the coordinator reflects the likelihood that with initial groundwork completed, the focus shifting to roll-out and implementation activities, and various organizational elements of the RISE projects functioning more independently, some of the coordinator’s earlier work will have been incorporated into the routine duties of permanent staff. An assessment toward the end of Year 1 will confirm the accuracy of this assumption in advance of any reduction of the coordinator’s time.

2. Research and Design Technical Assistance

- Year 1 – COWS will be a significant partner in the RISE initiative as described in Section VI. of this proposal. This budget item will allow COWS to add to its capacity specifically to assist the RISE project, over and above their important work in overall state workforce redesign and in projects in South Central Wisconsin.
- Year 2 – Initial research and design activities will diminish while the focus on project evaluation will increase.
- *Match – COWS leadership will contribute to the project through time devoted to the RISE Steering Committee and supervision of RISE project staffing and related COWS workforce research. This match will be from a combination of the diverse grant funding that supports COWS.*

3. *Pathways Model Technical Assistance*

- Year 1 – Much of the preliminary design work for the RISE initiative is based on efforts in recent years by the Workforce Development Board of South Central Wisconsin (WDBSCW) and Madison Area Technical College (MATC). The RISE initiative will work with this regional partnership to further develop, refine, and document that partnership’s career pathways model with a view to wider replication and will look to the partnership to champion its model in other parts of the state.
- Year 2 – As with other aspects of the RISE project, initial design activities are likely to diminish in Year 2, with the focus shifting from model development and refinement to communication and outreach related to replicating the model statewide.

4. *State Liaison Staffing*

- Year 1 – DWD and the WTCS State Board office will each dedicate .3 of an existing FTE to serve as a project liaison between their respective agencies and the RISE initiative. In addition to participating on the various RISE committees and teams, these liaisons will also be responsible for educating their respective agency colleagues in order to ensure incorporation of RISE work in into regular agency business. These liaisons will also be instrumental in managing various sub-contracts and planning the roll-out campaign.
- Year 2 – Liaison funding remains the same for Year 2. It is expected, however, that more of each liaison’s regular agency duties will also be tied to activities related to RISE as these form a larger part of each agency’s general short- and long-term projects. In effect, progressively more state staff time will be dedicated to the RISE effort at no additional charge to the grant.
- *Match – No project leadership time, supervision, or other state administrative costs will be charged to the grant. These will be contributed as match to the project. The amount calculated is 25% of the amount charged for staff costs for this budget item. DWD match will be from the federal Workforce Investment Act, state set-aside funds. WTCS match will be a combination of state General Purpose Revenue and federal Carl Perkins funds.*

5. *Curriculum Development*

- Year 1 – Curriculum development is acknowledged to be one of the most costly activities related to building career pathways, yet it is vitally important to pathway effectiveness in serving low-income, low-skilled workers. Wisconsin is fortunate to have immediate access to the Worldwide Instructional Design System (WIDS) and we expect to devote a large portion of this budget item contracted work by WIDS, calling upon other curriculum specialists as needed.
- Year 2 – Although most work in this category will take place in Year 1, up to \$40,000 is budgeted to continue or refine some curriculum development efforts as part of the process of learn from the regional innovation investments.
- *Match – WTCS State Board staff will oversee this effort and also provide their expertise in curriculum development and therefore are included here as match to reflect that involvement. This estimate is probably well below what will actually be devoted to the project. This match will be a combination of state General Purpose Revenue and federal Carl Perkins funds.*

6. *Career Information System*

- Year 1 – As described earlier, the WISCareers planning system will be customized to provide a simplified (self-directed) interface for RISE participants, with enhanced portfolio features for all adult learners and workers to track their progress along their chosen career pathways/ladders.

Initial planning of these changes will begin during the first year on conjunction with pathway model and curriculum development.

- Year 2 – WISCareers staff will fine-tune customizations to WISCareers to adapt to new regional pathway models and will develop a process to permit regional partners to enter new pathways into WISCareers without programming support. This later effort will allow continued access to and use of WISCareers for establishing new pathways in the future under the control of the regional partners without costly programming support by WISCareers staff. WISCareers has successfully worked in a similar manner with regional partners in implementing its successful WC-Connections program.
- *Match – WISCareers subscriptions for the Wisconsin Technical Colleges and One-Stop Job Centers are paid by fees from the institutions or agencies and total about \$150,000 per year for both groups. The proportionate amount of match to cover the adult learners using WISCareers as part of this grant is estimated to be \$15,000. This match is from the program revenue generated by WISCareers licensing fees.*

7. RISE Roll-Out Campaign

- Year 1 – The roll-out campaign will encompass a wide variety of activities to launch the RISE initiative statewide. This will include specific training institutes, special sessions at regularly scheduled conferences, in addition to the development of educational materials, and a RISE website. In-state champions are likely to do much of this work, with possible supplementation by outside experts as described in Section VI. Year 1 costs might be more developmental in nature.
- Year 2 – Costs will likely shift to activities involving speaker fees, conferences, and institutes.

8. Bridge Access Grants

- Year 1 – Because activities related to these grants will still be under development, no funds are budgeted for this item in Year 1.
- Year 2 – Funding under this item will support grants to assist with local adoption of bridge programming for connecting lower-skilled workers to the RISE career pathways model (see Strategy 2, above). These grants will likely be made in conjunction with other regional innovation investments but may also be made to areas to expand their capacity for future regional partnership efforts.
- *Match – Year 2 match would be from local technical college districts that are granted funds for this activity. Match funds would be from the federal Carl Perkins and/or the Adult Family Literacy Education funding.*

9. Regional Innovation Investments

- Year 1 – This budget item is most closely associated with the activities in Strategy 3, the regional innovation investments. Direct Year 1 charges to Joyce grant funds for this item are minimal, providing a small grant to WAJTE to begin preparing all eleven workforce boards to move towards a career pathways model. This process will culminate in the award of innovation grants to regional partnerships at the end of the year out of state funds (see match discussion below).
- Year 2 – Innovation investment grant funds will begin financing regional innovation in career pathways. Later in the year, a second round of innovation grants is planned drawing initial experience with and lessons from the first.
- *Match – The Year 1 Match will be from Round III for the state's GROW Grant program currently entering its 2nd year of funding under the guidance of the Council on Workforce Investment (CWI). For this year's GROW Round II, 50% match was required from local cash and in-kind*

funds. Both the state GROW grant funding and required local match are included in this match for the RISE project. RISE Year 2 will see continued but reduced match from the CWI as more grant funds are shifted to the regional investments. This match is from the WIA funds earmarked for use by the state Council on Workforce Investment.

Note: The planning for this project/budget component and the relative investments in Years 1 and 2 are still under discussion and we request the ability to shift funds between the two years of the grant if our final project design so warrants.

10. Project Evaluation

- Year 1 – As described in Section VI, COWS will be providing a range of evaluative activities including documentation that will be used in educational materials.
- Year 2 – COWS’ expertise will focus on documenting short-term process improvement as well as recommendations on long-term quantitative system measures of success, aimed at determining how the RISE initiative has made a difference.
- *Match – COWS leadership will contribute to the project through time devoted to the RISE Steering Committee and supervision of RISE project staffing and related COWS workforce research. This match will be from the combination of grant funding that supports COWS.*

APPENDIX A: BUDGET CHART

Year 1 - January 1, 2007 to December 31, 2007 (estimated)				
	Grant	Description	Match	Match Description
1. RISE Coordinator	\$80,000	Contracted coordinator		
2. Research & Design TA	\$50,000	Grant to COWS	\$10,000	COWS leadership & supervision
3. Pathways Model TA	\$40,000	Grant to WDBSCW/MATC		
4. State Liaison (.3 x 2)	\$60,000	.3 FTEs at DWD & WTCS	\$15,000	DWD & WTCS leadership & supervision
5. Curriculum Development	\$100,000	Includes grants to curriculum consultants, etc.	\$10,000	WTCS State Board staff oversight and expertise
6. Career Information System	\$10,000	Customize WISCareers tools to support RISE	\$15,000	Subscription to WISCareers for adult learners/professionals
7. RISE Roll-out Campaign	\$40,000	Training, speakers, materials, website, etc.		
8. Bridge Access Grants to Technical Colleges	\$0	No funding in Year 1		
9. Regional Innovation Investments	\$55,000	Grant to WAJTE to coordinate with local WIA	\$300,000	CWI/WIA funding & \$100,000 in local match for GROW III in Fall 2007
10. Project Evaluation	\$10,000	Grant to COWS to develop evaluation tools	\$10,000	COWS leadership & supervision
Year 2 - January 1, 2008 to December 31, 2008 (estimated)				
1. RISE Coordinator	\$60,000	Contracted coordinator		
2. Research & Design TA	\$30,000	Grant to COWS	\$10,000	COWS leadership & supervision
3. Pathways Model TA	\$20,000	Grant to WDBSCW/MATC		
4. State Liaison (.3 x 2)	\$60,000	.3 FTEs at DWD & WTCS	\$15,000	DWD & WTCS leadership & supervision
5. Curriculum Development	\$40,000	Consultants, etc.	\$5,000	WTCS State Board staff oversight and expertise
6. Career Information System	\$10,000	Finalize customization and add new pathways data entry process for regional partners	\$15,000	Subscription to WISCareers for adult learners/professionals
7. RISE Roll-out Campaign	\$40,000	Training, speakers, materials, website, etc.		
8. Bridge Access Grants to Technical Colleges	\$100,000	Grants to expand bridge programs	\$50,000	WTCS Workplace ABE & Adult literacy/Basic Skills
9. Regional Innovation Investments	\$175,000	Grants to regional partnerships	\$150,000	CWI/WIA funding & local match in Fall 2008
10. Project evaluation	\$20,000	Grant to COWS to develop evaluation tools	\$10,000	COWS leadership & supervision
2 Year Grant Total	\$1,000,000		\$615,000	