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*A Report Prepared for Minnesota Wellspring:
Planning the Minnesota Job Skills Partnership*

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A REPORT TO MINNESOTA WELLSRING:
Planning the Minnesota Job Skills Partnership

by

Monica M. Manning

October, 1983

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PREFACE

The State of Minnesota with the rest of the nation is experiencing the most rapidly changing economy in its history. Nationally, over twenty-five thousand companies declared bankruptcy last year, while half a million new companies opened their doors. Despite the new growth, long term high unemployment continues. United States firms faced with a recession, rising capital costs, and declining productivity are experiencing a loss of competitive position both here and abroad.

The consequences of this rapid change includes casualties in both the manufacturing and service sector of the society. Over the next twenty years, it is anticipated that 20 to 30 million workers will be displaced nationally as a result of automation, plant relocation, and domestic and international competition. People who have lost their jobs either because industry transformation has decreased the need for their skills or their jobs have been eliminated are joining the ranks of the "structurally unemployed." The State of Minnesota, with its share of this population, is facing the question of how to redeploy this massive human capital loss.

In the past, when the economy and the technology were not moving so quickly, it was possible to wait for labor market adjustments. When skills were not changing with such speed, it was equally possible for companies to bear the small waiting period while education and training institutions retooled to meet new needs. Today, such a luxury is not available. Unless a better match is made between market needs and labor skills, many who are currently out of work may not have the opportunity

again to earn a wage, participate productively in the economy, and share in the opportunities of our society. Because Minnesota's economic base has been built on firms that required a skilled labor force, the widening gap between firm needs and labor supply is particularly detrimental.

Recognizing the critical nature of the problem, the 1983 Minnesota legislature made a concerted effort to address issues of economic development. As part of that effort, legislation identified as the Job Skills Partnership Act (JSPA) was passed with funding of \$1.5 million to stimulate the development of customized training programs, meeting the skill needs of industry by retraining the workers who have been displaced. Targeting "fast growing occupations" the Job Skills Partnership provides matching grants for educational institutions which work cooperatively with a business or businesses to meet specific occupation needs.

This report has been prepared under a grant from the Comprehensive Employment and Training Act to Minnesota Wellspring to provide research data and a planning strategy for the implementation of the Job Skills Partnership Board. Two other reports, published simultaneously address specific occupation needs. This third and final report provides a recommended approach for the Job Skills Partnership to take as it commences operation.

Minnesota Wellspring, with its commitment to the promotion of economic growth and job creation through innovation, is an appropriate organization to provide leadership and coordination of such an effort.

The implementation strategy was designed under the grant by Dr. Monica Manning. Having just completed a year of study at Harvard and M.I.T. under a Bush Fellowship, Dr. Manning was loaned to Minnesota Wellspring by the Community College System, where she serves as Dean of Community Service at Lakewood Community College. Dr. Manning focused her year of study in Boston on economic development issues. While there, she had the opportunity to observe the successful efforts of the Bay State Skills Corporation (on which the JSPA was modelled) and to work with Dr. David Birch of the Massachusetts Institute of Technology and the Yankelovich, Skelly White research firm on Jobs for Connecticut's Future, a long range research effort to identify job skill needs in business and industry.

The author would like to express appreciation to Minnesota Wellspring, the State Planning Agency, and especially to the Bay State Skills Corporation for providing valuable information and assistance in the preparation of this report.

MINNESOTA JOB SKILLS PARTNERSHIP

The creation of the Job Skills Partnership Board and the assistance Minnesota Wellspring is providing in its development present an unusual opportunity in the public sector. Frequently, new state agencies and programs are devised to meet pressing needs. This results in little time available for the agency to form, plan and begin implementation with a formal strategy in mind. Minnesota Wellspring's contribution means that the Job Skills Partnership can begin with a thoughtful, planned approach to carrying out its mission and still complete it in a timely fashion.

Strategic planning is receiving much attention in business and organizational literature because it is a prime task of top management. According to Peter Drucker, strategic management is

. . . the task of thinking through the mission of the business, that is, of asking the question what is our business and what should it be? This leads to the setting of objectives, the development of strategies and plans, and the making of today's decisions for tomorrow's results.

It would seem obvious that this management approach could well be taken in a public sector organization. For that reason, the contents of this report are organized in such a fashion as to promote the opportunity to address planning issues clearly and efficiently as the Job Skills Partnership Board begins its operation. After a brief description of the Board based on its enabling legislation, the report recommends consideration of the issues facing the new board beginning with mission, proceeding to policies, establishing standards, creating management programs and concluding with communication processes.

Legislation Creating the Job Skills Partnership Board

Chapter 334 of Minnesota Law is the Job Skills Partnership Act which provides for the creation of a 21 member board of directors to act as a catalyst to bring together employers with specific training needs and educational or other nonprofit institutions which can design programs to fill those needs. The board membership includes three State Commissioners: Economic Development, Economic Security, and Education; ten members appointed by the House and Senate Leadership, and eight members, including the chairperson, appointed by the Governor. An appropriation of \$1,500,000 is included for purposes of

- * providing matching grants to cooperative ventures between employers and educational institutions to design and implement customized training programs to meet specific employment needs;
- * facilitating the development of such programs for the purpose of training displaced workers;
- * collecting and disseminating information on present and future employment needs with particular attention to fast growing occupations; and
- * conducting conferences and studies which will increase communication and information on employment needs and available skills training and education.

Guidelines for the grants of up to \$200,000, are stipulated:

- * the educational or other non-profit institution is a provider of training within the state in either the public or private sector;
- * the program involves skills training that is in an area of employment need; and,
- * preference will be given to educational or other nonprofit institutions which serve economically disadvantaged people, minorities, or those who are victims of economic dislocation.

Mission

With the mission of the Job Skills Partnership clearly established legislatively, the Board will need to establish goals and a philosophy underlying the actions taken to achieve those goals. In order to facilitate appropriate goal-setting, a planning strategy is valuable to develop the concepts, ideas and plans for accomplishing the mission of the agency. Such a planning strategy most valuably would include a Situation Audit and a SWOT Analysis.

In agencies and businesses currently existing, a full situation audit takes into consideration assessment of past performance and current and future environmental factors (internal and external) as a first step in the planning process. It does this within the context of explanations of those consistent groups outside and inside the Agency. Examples of outside groups include the administration, the legislature, unions, schools, businesses, other state departments, and the public. Insiders include primarily the Board members. Because the Partnership is new, it lacks a performance record to evaluate. However, with recognition of the differences in environments, valuable use can be made of the track record of the Bay State Skills Corporation (BSSC), a quasi-public Massachusetts agency on which the Partnership concept was modeled. Established in 1981, BSSC was evaluated in March of 1983 by Abt Associates of Cambridge, MA, with the following principal findings:

1. The matching program is an innovative and important model for achieving economic development and employment objectives--the design is solid, the administration is efficient. An usually high proportion of the local grant programs are not only sound ideas but also are operational successes. There is potential for expansion, particularly if the economy improves. Such program expansion is desirable for the Commonwealth's economy.

2. The BSSC has, to date, clearly been successful in encouraging closer, new and probably enduring working relationships between Massachusetts' businesses and training/education institutions. A strong majority of programs studied were new partnerships whose participants hope to continue their relationship after the grant.
3. BSSC programs are responding to employer needs for training and are benefiting from strong employer support. Most employers judge the program a success thus far and would recommend it to others. Many of the education and training grantees report that employers are very supportive and more involved in the program than was expected.
4. The BSSC 50/50 matching program is a sound investment of public funds. The relatively small grants stimulate business-education working collaborations, leverage private funds and help provide training in demand occupations at a comparatively low cost per trainee.

A more extensive report of the Abt findings will be available to board members and staff as the planning process commences. Other sources of past performance information would include those partnerships already existing in Minnesota which focus on cooperative training or retraining programs of education and industry.

Proceeding with the situation audit, the current environment of the Job Skills Partnership needs to be identified. Specific analysis of potential clients and markets guided by the mission would focus on fast growing occupations, high technology, beginning and advanced technical skills, statewide needs, and varying sized companies. The educational institutions and nonprofit agencies should be considered in light of their individual missions and how the availability of matching grants would assist in their pursuit of these missions.

Resources available to the partnership include the original appropriation of \$1.5 million plus the legislative authorization to use

available federal funds plus staff and facilities. The board will be in the position to determine the kinds of professional competence needed by the Executive Director and other staff. Recommendations on personnel needs and appropriate facilities are included in a later section of this report.

Finally, as part of the environmental analysis, the roles of other state and federal agencies will need to be considered. Two of the most significant are the \$35 million Job Training Partnership Act (federal) and the \$70 million Minnesota Emergency Employment Development Act (state). Meetings with these two agencies have already begun in order to find ways that the funds available to each can be augmented and strengthened by cooperative efforts.

Reliable forecasting of future environmental factors such as job trends, economic status, as well as available funding will be important. While the United States Bureau of Labor Statistics has been involved in job trend forecasting, it is going to be particularly significant to address the direction of employment specific to Minnesota. Equally important will be the eliciting of information on the specific skills needed in jobs, since job titles frequently remain while skills change dramatically. Obviously, the Job Skills Partnership shares this need for information with several other public and private agencies and businesses. The grant which provided for the development of this agency implementation model also supported research of this nature in two technology-intensive industries. This beginning is important, but no one institution is likely to have the resources to accomplish this kind

of research. For this reason, the Partnership Board might consider spearheading the cooperative efforts for research such as is being undertaken in Jobs for Connecticut's Future. The Connecticut project is a massive undertaking to determine the job skill needs of Connecticut business and industry over the next ten years, identifying current education and training resources, and recommending methods of adjustment to insure that the resources are available to meet the education and training needs.

Completing the situation audit with a SWOT analysis provides the Board and staff with specific information and informed opinions of the strengths, weaknesses, opportunities, and threats (SWOT) underlying the planning process. Such an analysis is too lengthy to include in this report, however, a brainstorming approach which leads to a statement of the issue, the basis of the observation, and the implications for strategy would increase the likelihood of realistic goal setting and appropriate policy development.

Within the mission of the Partnership, the Board needs to decide on target achievements in terms of substance and operations. Examples of substantive goals are types and location of businesses to be served, kinds of education and training institutions to involve, numbers of dislocated workers to train. In other words, the substantive goals will help to define the kinds of projects the Board will fund. In terms of operational goals, timelines should be set for the selection of staff, the development of a grant making process, the distribution of information on the Partnership, deadlines for proposals to be submitted, and for action on those proposals.

As the Board proceeds to address the various issues identified in this section as a part of pursuing the mission of the Job Skills Partnership, attention should be paid to the legislative direction, the Minnesota economy, available resources, board member expertise and information to be generated, in order to develop a statement of philosophy that will provide guidelines for board operation. The Board should then expect this philosophy to provide a basis for the Executive Director to provide leadership to the agency staff.

POLICY FRAMEWORK AND ORGANIZATIONAL STRUCTURE

For purposes of operating the Partnership, policies, procedures, and organizational structure need to be set. Appendix I contains proposed by-laws for the board to consider. Where applicable, policies and procedures will follow Minnesota state law and state designated administrative procedures. Budget, facilities, and personnel procedures are designated. The Department of Finance uses the Statewide Accounting Procedures Manual for budgeting process. A recommended budget will be presented to the Job Skills Partnership Board identifying allocations within management programs and operational plans. Facilities are arranged through the Department of Administration Director of Real Estate Management. The recommended location for the Job Skills Partnership is in the Capitol Square building because of access to educational system offices, the State Planning Agency, and the public. Visitor accessibility is important so an office suite on the first floor would be most valuable; a second choice would be on another floor directly on the main hallway. Although the Job Skills Partnership will operate an an independent board, the State Planning Agency will provide support services so proximity to these offices is important.

The office suite should provide separate offices for the Executive Director, Deputy Director, and Project Supervisor. A reception area will provide space for the Administrative Assistant, with a work room and conference room available.

The organizational structure should efficiently provide for the transition from agency implementation to on-going operations. Therefore, it is recommended that the Board consider a structure including Executive Director, Deputy Director, Administrative Assistant and Project Supervisor. Appendix II contains brief position descriptions.

Grant making guidelines are set forth in the legislative act and will need to be followed in action taken by the Board. These guidelines are identified on page two of this report.

Once the organizational structure is determined, the personnel procedures involved in the appointment process and the personnel guidelines to be followed are handled through the Department of Employee Relations. The determination of unclassified and classified positions also identifies the appropriate personnel policies or contract depending on bargaining unit determination. In addition, where applicable, several sections of Minnesota State Law need to be adhered to, e.g., Chapter 15--Executive Branch, Chapter 43--Civil Service, and Chapter 179--Public Employees Labor Relations Act.

The organizational structure should provide for management programs in the four areas: Grants, Communication, Research, Finance. Strategies for effective operations in these areas will be developed according to information obtained in the Situation Audit. The strategies should evolve from successful programs elsewhere as well as a careful analysis of the strengths, weaknesses, opportunities and threats identified by the Board and the staff.

STANDARDS AND EVALUATION

The Job Skills Partnership will need to develop standards and evaluation procedures that will best enable it to achieve its long-term objectives successfully. While experience will probably provide a basis for adjustment, the early identification of these standards, as well as on-going monitoring procedures is recommended. Subjects for consideration in terms of standards include: types of projects, number of participants, cost per participant, extent of company involvement, immediate and longer term placement rate, follow-up procedures, returning companies, returning education and training institutions.

COMMUNICATION

An appropriate structure and formal communication tools need to be devised to provide for:

- information and facts to help board and staff follow the strategy policies, procedures, and programs;
- updating of information on forces inside and outside the agency;
- evaluative instruments to measure performance against established plans and standards.

In addition, the staff will need to develop marketing plans for communicating about the Partnership to appropriate groups. Methods of maintaining networks with related public and private agencies for the sharing of information will be developed both formally and informally.

Finally, as a part of the communication process, methods for activating Board members and staff will need to be developed. A formal

staff development process should be identified to provide for motivating people to act in accordance with the philosophy, policies, procedures, and standards in carrying out the plans of the Board. As part of this plan, a budget allocation will need to be made for purposes of attending conferences and programs where successful projects in other states are described. In particular, conferences on dislocated workers, employment trends, training partnerships, and grantsmaking should be considered.

Appendix IV contains a recommended timeline for Board consideration. It provides for 2 monthly meetings followed by the assumption of a quarterly schedule of meetings. The Board should consider the early appointment of an Executive Committee to facilitate the smooth implementation of the Partnership.

In describing the Job Skills Partnership, St. Paul Pioneer Press columnist Lynda McDonnell observed that "The concept behind (it) is so simple that the act creating it runs barely three pages." After delineating the many tasks to be addressed in its creation, it is important to stress that the simplicity and the flexibility of the Partnership must be maintained. It is this flexibility, this ability to take risks, to try a wide variety of new ideas that will be important to carrying out its mission. Susan Moulton, the Executive Director of the Bay State Skills Corporation, suggests that "The program ought to have some flexibility to go after some crazy ideas and be allowed to fail. Judging success will take some long-term measurements."

It is these long-term measurements that the Board, and other interested groups, must retain. In the shortrun, the meeting of

employers' needs with workers trained in the most up-to-date skills is the important objective. In the longer view, the Partnership should stimulate schools, employers and job seekers to cooperate so that the state also ensures that its schools are teaching people what they need to know for available jobs.

APPENDIX I

PROPOSED BY-LAWS OF THE

JOB SKILLS PARTNERSHIP

BY-LAWS
of the
JOB SKILLS PARTNERSHIP

ARTICLE I

NAME, PURPOSE AND OFFICES

101. Name of Agency The name and purpose of the Board shall be set forth in Minnesota Laws Chapter 334 (which sections are herein referred to as the "Enabling Legislation). These By-Laws, the power of the Job Skills Partnership and of its Directors and all matters concerning the conduct and regulation of its business shall be subject to such provisions in regard thereto, if any, as are set forth in the Enabling Legislation which is hereby made a part of these By-Laws. All references in these By-Laws to the Enabling Legislation shall be construed to mean the Enabling Legislation of the Board as the same may from time to time be amended.

102. Place of Business The principal office of the Job Skills Partnership Board shall be in the Capitol Complex, or at such place in the State of Minnesota as the Board of Directors may by resolution determine. The Board may establish and maintain an additional office or offices at such place or places, either within or without the State, as it may by resolution determine.

ARTICLE II

BOARD OF DIRECTORS

201. Members The number, method of appointment and term of the members of the Board of Directors shall be as provided in the Enabling Legislation.

202. Powers The business of the Job Skills Partnership shall be managed by the Board of Directors who may exercise all the powers except as otherwise provided by the Enabling Legislation or by these By-Laws.

203. Regular Meetings Regular meetings of the Board of Directors for the transaction of any lawful business shall be held on the _____ at the Partnership's office, or such other time and place as shall be designated in a written or printed Notice of Meeting given to the members at least three days (excluding Sundays and holidays) prior thereto by the Chairperson, Vice Chairperson, or Executive Director. The regular meeting held in the month of November in each year shall be the Annual Meeting for all purposes, including the election of officers. If no Annual Meeting is held, a Special Meeting may be held in lieu thereof, and any action taken at such Special Meeting shall have the same effect as if taken at the Annual Meeting.

When any regular meeting of the Board falls upon a holiday observed by the State of Minnesota, the meeting of the Board shall be held upon such other day as the members may previously designate by resolution, and, if no such day is designated, the said meeting shall be held at the same hour on the day following the said holiday or holidays. Any regular meeting of the Board may be dispensed with by appropriate resolution adopted by the members at any prior meeting of the Board.

204. Special Meetings The Chairperson may, when expedient and appropriate, call a Special Meeting of the Board for the purpose of transacting any business designated in the notice. Written or verbal notice for a Special Meeting shall be given to each member at least twenty-four hours prior to the hour appointed for such Special Meeting. At such Special Meetings, no business shall be considered other than as designated in the notice, but, if all Directors either are present at a Special Meeting or have signed a Waiver of Notice and Consent to such Special Meeting, any and all business may be transacted at such Special Meeting.

205. Notice of Meetings to Members Notice of each meeting of the Partnership shall be given by the Chairperson, Vice Chairperson, or Executive Director and shall be in written or printed form and may be given by mailing, telegraph or other delivery to each member in person or addressed to the last known business or residence address of such member. Whenever any notice is required to be given by law or by these By-Laws, a waiver thereof in writing, signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed equivalent thereto and retained with the records of the meeting. Except as otherwise provided herein, a Notice or Waiver of Notice of a Board of Directors Meeting need not specify the purposes of the meeting. Notice by mail shall be deemed to be given at the time when the notice is mailed.

206. Order of Business At the regular meetings of the Partnership, the following shall be the order of business:

1. Call to Order
2. Roll Call
3. Consideration of minutes of previous meeting
4. Report of Executive Director
5. Reports of Committees
6. Status of Pending Actions
7. New Business
8. Public Participation
9. Adjournment

The Board of Directors may reserve one-half hour at the end of the agenda of their regular meetings for public participation. An individual seeking to speak to the Board of Directors should so inform the Executive Director's office in writing, setting forth the purpose for which he seeks to speak, at least 24 hours before the relevant meeting. Subject to the Executive Director's discretion, individuals will be permitted to speak to the Board of Directors and will be assigned time within the allotted half-hour on a first come, first served basis.

The failure to observe such order of business shall not affect the validity of any action taken out of the aforesaid order, unless a Director present at the meeting shall object to the departure therefrom.

207. Public Notice of Meetings The Partnership shall give reasonable public notice of all of its meetings.

208. Organization At each meeting of the Board, the Chairperson, or in his or her absence the Vice Chairperson, or in the absence of both, a member chosen by a majority of the members then present, shall act as Presiding Officer, and the Executive Director shall cause to be prepared minutes of all business transacted by the Directors at such meeting.

209. Quorum Eleven Directors shall constitute a quorum. Less than a quorum may adjourn any meeting from time to time without further notice. The affirmative vote of eleven Directors shall be necessary for any action taken by the Board.

210. Executive Committee The Chairperson shall have the authority to appoint and remove, subject to the approval of the Board, an Executive Committee to consist of at least five members and to include the Chairperson and the Vice Chairperson. The Chairperson of the Board shall be the Chairperson of the Executive Committee and shall have the authority to call meetings of said Committee, with written or telephone notice of the time and place of the meetings to be provided to each member of the Committee at least three days prior to such meeting. The Executive Director and any member of the Board of Directors may attend an Executive Committee meeting.

The Executive Committee shall have the following powers:

1. To consider and act upon proposals by the Executive Director for action which the Board of Directors may have generally or specifically authorized the Executive Director to take with the concurrence of the Executive Committee.
2. To review and to recommend to the Board of Directors general personnel policies and procedures governing the Partnership's staff.
3. To assign to a member of the Partnership's staff any matter for which a hearing by the Board of Directors of any special committee or task force thereof is deemed necessary by the Executive Committee, or is required under the laws of the State or the rules and regulations of said Partnership.
4. To consider, propose and recommend to the Board of Directors the adoption, amendment or revision of rules and regulations the Partnership is authorized to promulgate.
5. To report to the Board of Directors all actions taken or concurred in by said Committee at the next regular meeting of the Board of Directors or as soon thereafter as possible.

ARTICLE III

THE OFFICERS AND EMPLOYEES

301. Officers The officers of the Board shall be the Chairperson, and Vice Chairperson. Any officer or agent elected or appointed by the Directors may be removed from office at any time with or without cause, except as otherwise provided by law or contract.

302. Chair The Chairperson shall perform the duties imposed by the Enabling Legislation, these By-Laws and by resolution of the Board and shall preside at all meetings of the Board of Directors. At each meeting, the Chair shall submit such recommendations and information as he or she may consider appropriate concerning the business, affairs and policies of the Partnership.

303. Vice Chair The Vice Chairperson shall be elected by the members and shall perform the duties of the Chairperson in the absence or incapacity of the Chairperson and, in the case of resignation or death of the Chairperson, shall perform the duties of the Chairperson until such time as the Governor of the State of Minnesota shall select a new Chairperson. In the absence or incapacity of the Vice Chairperson, or in case of resignation or death, the members shall select from their number an acting Vice Chairperson who shall perform the duties of the Vice Chairperson during the time of such absence or incapacity or until such time as the Board shall elect a new Vice Chairperson. The Vice Chairperson shall serve until his successor is elected.

304. Executive Director The Executive Director shall perform the duties imposed by the Enabling Legislation, these By-Laws and resolution of the Board.

The Executive Director of the Partnership shall be appointed with salary established by the Board. The Executive Director shall be the chief executive, administrative and operational officer of the Partnership and shall direct and supervise administrative affairs and the general management of the Partnership. The Executive Director may, subject to the general supervision of the Board, employ other employees, consultants, agents and advisors, and shall attend meetings of the Board.

The Executive Director shall also be responsible for giving notice of meetings and shall be in charge of the Partnership's funds, books of account, and accounting records; shall cause all monies to be deposited in the name and to the credit of the Partnership with such depository or depositories as shall be designed by the Board; shall prepare and file the annual reports required by the Enabling Legislation; and shall render to the members such other reports as they shall prescribe.

The Executive Director shall also keep a record of the proceedings of the Board and shall be custodian of all books, documents, and papers filed by the Board and of its minutes. The Executive Director shall cause copies to be made of all minutes and other records and documents of the Partnership.

305. Additional Duties The officers of the Board shall perform such other duties and functions as may from time to time be required.

306. Additional Personnel The Board may from time to time employ such personnel as it deems necessary to exercise its powers, duties and functions, pursuant to the Enabling Legislation and any and all other laws of the State of Minnesota applicable thereto.

ARTICLE IV

MISCELLANEOUS

401. Delegation to Authorized Individuals or Committees The Board may delegate any and all things necessary or convenient to carry out or perform actions authorized or taken by the Board in the exercise of its powers to any one or more members, officers or employees of the Board, or to such other persons as the Board may, in its discretion, deem competent, whether acting by committee, task force or independently. Whenever the Board shall delegate any duty or function to a committee, it shall be sufficient authorization for the performance of such duty or function if the same shall be concurred in by a majority of said committee.

402. Fiscal Year The Fiscal Year of the Board shall extend from July 1st to the ensuing June 30th.

403. Amendment or Repeal These By-Laws may be repealed or amended or new By-Laws may be adopted by the affirmative vote of eleven of the members of the Board at any regular or special meeting of the Board. The Board may adopt rules for the conduct of the business of the Partnership, and the adoption of such rules shall not constitute an amendment of these By-Laws.

404. Execution of Instruments Except as otherwise provided by law or by these By-Laws or by resolution of the Board, any deeds, contracts or other written instruments authorized by a vote of the Board may be signed, acknowledged and delivered, in the name and on behalf of the Partnership, by the Executive Director or Chairperson acting alone.

405. Parliamentary Procedure Roberts Rules of Order shall be followed in conducting the meetings of the Board of Directors unless otherwise provided by the Board.

APPENDIX II

JOB SKILLS PARTNERSHIP POSITION DESCRIPTIONS

JOB SKILLS PARTNERSHIP STAFF

Executive Director: The Executive Director shall perform the duties imposed by the legislation, by-laws, and resolution of the Board.

The Executive Director of the Job Skill Partnership shall be appointed with salary established by the Board. The Executive Director shall be the chief executive, administrative and operational officer and shall direct and supervise administrative affairs and the general management of the agency. The Executive Director may, subject to the general supervision of the Board, employ other employees, consultants, agents, and advisors, and shall attend meetings of the Board.

The Executive Director shall also be responsible for giving public notice of meetings pursuant to Minnesota Statutes; shall keep accurate records of all receipts and disbursements of the agency, shall cause all monies to be deposited in the name and to the credit of the agency with such depository or depositories as shall be designated by the Board; shall prepare and file the annual reports required by the Board, and shall render to the members such other reports as they shall prescribe.

Deputy Director: The Deputy Director shall assist the Executive Director in the performance of his duties and shall assume such other duties and functions as may from time to time be prescribed by the Executive Director and the Board.

Administrative Assistant: The Administrative Assistant shall manage the office operations, provide secretarial and receptionist services, and such other duties as directed by the Executive Director.

Project Supervisor: The Project Supervisor shall be responsible for assisting in the development of proposals, providing technical assistance for implementation, provide on-going monitoring of programs, and evaluate projects as directed by the Executive Director.

APPENDIX III

REQUEST FOR PROPOSAL FORMAT

REQUEST FOR PROPOSAL

OUTLINE OF CONTENTS

Foreword

General Instruction

Background

- The Job Skills Partnership Board
- Problem Statement
- Resources Available
- Definitions of Eligible Groups
- Proposals for Grants-In-Aid

Proposal Content

- "High Growth Occupations"
- Types of Activities to be Funded
- Private Sector Participation
- Other Institutional/Community Linkages

Proposal Timetable and Format

- Review Process and Timetable
- Proposal Format
 - program summary sheet
 - previous experience
 - program need
 - work statement
 - private sector participation
 - linkages with other agencies
 - placement goals and plans
 - budgetary information/narrative
 - tuition policy

Eligible Organizations

Minnesota Statute

Attachments of Proposal Format

Attachment C

Target Populations to be Trained

The Partnership is interested in knowing the number and nature of individuals to be trained under each proposal. For this RFP, JSP funding may only be spent to train targeted individuals. In preparing your application, please identify the categories that best describe your proposed trainees.

Total number of individuals to be trained: : Male ___ Female ___

<u>Target Population</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
. INDIVIDUALS LOSING/LOST JOB DUE TO GOVERNMENT CUTBACKS, i.e., MUNICIPAL STATE OR FEDERAL	_____	_____	_____
. INDIVIDUALS LOSING/LOST JOB DUE TO PLANTS CLOSINGS	_____	_____	_____

Attachment D

Job Prospects

The Job Skills Partnership does not require that participating companies agree to hire trainees after the training program. We believe that such a requirement would be unrealistic from a company's point of view and would discourage private sector participation.

Nevertheless, JSP is clearly hopeful that direct business participation in the training will result in strong interest in the trainees; further, JSP believes that a training institution which has thought through and planned for job exposure and job placement is a stronger candidate for funding.

Therefore, in submitting your proposal, please indicate: how many trainees will be placed in training-related jobs following training; in what occupations; at what wage/salary; and (if known) the expected company that will do the hiring.

		Specific		Expected
	Number of	Occupation(s)	Expected	Businesses(es)
Trainees	Number to	to be	Wage/Salary of	to hire
<u>(enrollment)</u>	<u>be Placed</u>	<u>Placed In</u>	<u>Placements</u>	<u>Trainees</u>
_____	_____	_____	_____	_____

Attachment E

Job Skills Partnership
Budget Summary

Institution Name: _____ No. of Trainees: _____

Address: _____ Contract Duration: _____
(start)

Project Title: _____ (finish)

CATEGORY	AMOUNT BY FUNDING SOURCE				
	JSP	PRIVATE SECTOR	INSTITUTIONAL/ LINKAGES	CATEGORY TOTAL	SOURCE OF PRIVATE SECTOR SUPPORT
<u>STAFF</u>					
A. Training Personnel					
1. Salaries					
2. Fringe Benefits					
B. Non-Training Personnel					
1. Salaries					
2. Fringe Benefits					
<u>TRAINING EQUIPMENT</u>					
A. Leased/Rented					
B. Purchased					
C. Donated					
<u>TRAINING FACILITIES/ SPACE</u>					
<u>TRAINING MATERIALS/ SUPPLIES/TUITION</u>					
<u>ADMINISTRATIVE OVERHEAD</u>					
<u>TOTAL COST BY FUNDING SOURCE</u>					
<u>LESS REVENUE FROM TUITION</u>					
<u>ADJUSTED TOTAL</u>					

I-A. TRAINING PERSONNEL

1. Salaries

Title of Position	Weekly Salary	Hours/Week	No. Weeks	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

2. Fringe Benefits

Description	Cost of Salaries	Rate %	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

I-B. NON-TRAINING PERSONNEL

1. Salaries

Title of Position	Weekly Salary	Hours/Week	No. Weeks	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

2. Fringe Benefits

Description	Cost of Salaries	Rate %	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

II. TRAINING EQUIPMENT

Description (indicate model #)	Indicate Lease/Rent/Purch./Own	Cost/Unit No. Units ^x	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

III. TRAINING FACILITIES/SPACE

Description (shop, classroom, etc.)	No. Sq. Ft.	Cost/Sq. Foot	Cost/Month	No. Mo.	Total Cost

Source of Funding

JSP	Private Sector	Institut./ Linkages

IV. TRAINING MATERIALS/SUPPLIES/TUITION

Description	Cost/ Unit	No. Units	Total Cost

Source of Funding		
JSP	Private Sector	Institut./ Linkages

V. ADMINISTRATIVE OVERHEAD

Description (if more than 10%)	Base Cost x	Rate % =	Total Cost

Source of Funding		
JSP	Private Sector	Institut./ Linkages

Note: If overhead is more than 10%, list each item and cost separately.

Attachment F

Private Sector Match Commitment Letter(s) (Sample)

The Job Skills Partnership requires that letters of financial support signed by participating company(ies) be submitted along with the proposal (see next page for sample letter). These letters must delineate the nature and value of private sector support. The private sector may pay for student tuition; this should be rated as a private sector contribution and should carry a dollar value.

The Partnership recognizes that finalized private support will most likely occur only after the contract has been awarded, when the contracting process begins. Thus, it is very important that the participating educational institutions and company(ies) be aware that a specific memorandum of agreement must accompany the final contract document should the proposal be funded.

In the past, the lack of firm private sector commitment letters has meant the rejection of proposals; and failure to quickly expedite a signed Memorandum of Agreement has delayed program start up once a proposal was accepted for funding. Applicants should be fully aware of both these requirements.

Attachment G

Summary of Private Sector Match

This form must be completed and returned with your proposal summarizing the private sector match committed specifically to your program.

* Important note: It is important for applicant educational and training institutions to note the following:

1. Private sector match must be a contribution specifically given to carry out a Job Skills Partnership project, not as a past or general donation to the educational institution. Both the Private Sector Commitment Letters and the Memorandum of Agreement should specify that the company donation is given specifically for the purposes of a JSP project.
2. Private match is only acceptable from private, for-profit employers and private foundations. Match from private, for-profit employers should be the clear majority of documented match.
3. Match to meet the 50/50 requirement for "private match" is not acceptable from private, non-profit agencies or public agencies, whether they be state, local, federal or quasi-public.
4. One exception to the above is that private match is acceptable from private non-profit and public hospitals for programs in the health area.

Attachment H

Criteria for Entry Level Training

Entry Level Training -- Instruction in the classroom, on the job or a combination thereof which is short term in nature and prepares the trainee for immediate employment in a training-related job. Entry level training is generally provided to unemployed individuals seeking an unsubsidized job.

The following are the basic criteria for consideration of entry level training proposals:

- . Entry level training should include members of target populations (see JSP Target Population list, Attachment C). Programs may serve a single target group or a combination of the two targeted groups identified in this RFP.
- . Training should result in placement in training-related jobs paying at least 20% above the minimum wage (\$4.00 per hour or more).
- . Training should result in the placement in training-related jobs of at least 70% of each program's enrollees.
- . Training program operators must demonstrate firm linkages with the Department of Economic Security, both its Work Incentive Program and Job Service Offices; JTPA offices; the Department of Public Welfare; and other state and municipal agencies which can play a vital role in referring unemployed and underemployed individuals for training.
- . Training must take place in occupations where shortages of trained personnel exist. Specific company commitments to hire training graduates are encouraged.

Attachment I

Criteria for Retraining/Career Change Programs

Retraining/Career Changes for the Underemployed -- Instruction conducted in the classroom or on the job which takes individuals with some existing skills and adapts or supplements those skills with new training which makes the individual employable in a growth occupation (i.e., retraining former teachers to become computer programmers or technical writers, retraining a gas station attendant to be a machine operator, etc.). This retraining should be directed at individuals who have recently lost their jobs because of a plant closing or lost their jobs due to government cutbacks. As with entry level training, the emphasis in retraining/career change training is on placing individuals in training-related jobs in private firms with employment openings.

The following are the basic criteria for consideration of retraining/career change training proposals:

- . Trainees served should include members of two specific target populations: individuals who: (a) have lost their jobs due to government cutbacks; or (b) have lost their jobs due to a plant closing.
- . Training should result in placement in training-related jobs paying at least 35% above the minimum wage (\$4.50 per hour or more).
- . Training should result in placement in training-related jobs of at least 70% of a program's enrollees.
- . Training program operators must demonstrate firm linkages with the Department of Economic Security Offices, municipal and school department personnel offices and/or labor unions, affected government and school workers; and firms or unions affected by plant closings, for referrals of individuals needing retraining or seeking to change careers.
- . Training must take place in occupations where shortages of trained personnel exist. Specific company commitments to hire training graduates are encouraged.

Attachment J

Criteria for Advanced Level Training

Advanced Training -- Instruction conducted in the classroom or in a Laboratory or internship setting which is long term in nature and relates to long-term, professional employment for the individual. The emphasis here is not on immediate job placement, but rather on building capacity in universities, colleges and other establishments to support longer-term education and training to fill the higher work force level, professional needs of the state's growth and stable industries (for engineers, computer scientists, chemists, etc.). Training and education should be at the state-of-the-art level and show clear industry participation in its development. Such training, education, and capacity building must improve the state's competitive posture in attracting and retaining its high growth industries.

The Partnership will support advanced level skills training and education which contribute directly to the state's capacity to retain high growth industries and attract new industry. These projects generally involve capacity building at the university or college level in a project dealing with state-of-the-art technology and learning techniques. Criteria to be considered in reviewing projects in the advanced area include:

- . Advanced training and education which includes on or more of the JSP target populations (see "Target Populations" list, Attachment C).
- . Extensive financial and programmatic involvement of industry in the project.
- . The development of resources or capabilities not currently available at the institution (does not replace or duplicate ongoing activities).
- . A commitment to continue effort beyond JSP funding: the applicant must be prepared to use its resources coupled with those of the business community. The program must build a new education or training capacity in the institution which will be sustained and, hopefully, expanded over time, i.e., have a long-term impact on the institution and on cooperating businesses.
- . The applicant must demonstrate how the program will improve the competitive posture of the State in attracting or retaining high growth industries.
- . Although the focus of these advanced level programs is not on immediate job placement for the students or trainees involved, the program must include instruction and/or laboratory work for trainees/students.

Attachment J (continued)

- . Institutions are encouraged to include working professionals in instruction, laboratory work, and other state-of-the-art developments, either on campus or at their business establishments, i.e., "classroom in the factory" approaches.
- . Programs should be directed toward significant gaps in the advance level, professional workforce (engineers, computer scientists, biomedical technicians, etc.).
- . Programs must demonstrate that the trainees (students/professionals) will be encouraged to become part of the Minnesota workforce.

Attachment K

Criteria for Job Development / Placement Activities

This activity is aimed at those eligible individuals who: (1) are in or have received skill training; (2) have been or have received notice of layoff on plant closing; (3) have been, or have received notice of layoff due to government cutbacks.

These are individuals with marketable skills in need of assistance to overcome the barriers of a recessionary economy. Placements through this activity are expected to be long term career potential placements. Job development / placement programs may be coupled with entry level, retraining and advances training programs serving the target groups, or operated as a distinct activity for identifiable skilled workers in the target group(s).

The following are the basic criteria for consideration of job development/placement programs:

- . Private sector involvement must be evidenced in the job development/ placement activities.
- . When coupled with training, there must be private sector involvement throughout the training and placement activities.
- . When coupled with entry level and retraining programs, placement is expected in positions with advancement potential which meet the placement wage criteria for entry level and retraining programs (Attachments H and I); and
- . Linkages must be evidenced with the Department of Economic Security in order to minimize duplication of efforts and utilize existing resources.

Attachment L

Budget Guidelines

Job Skill Partnership Costs

The Job Skills Partnership is requesting a detailed budget breakdown which describes and differentiates between institutional funds, JSP funds and private funds. In preparing the budget document, please note the following definitions of costs as well as the distinction between what the Partnership will and will not pay for.

1. Staff/Personnel

The JSP will pay for actual staff time associated with curriculum development, training, supervision and placement activities of all trainees. Please list according to documented weekly rate of pay, including fringe benefits and hours/week of time spent on activities.

Training personnel: those individuals involved in recruiting, testing, orientation, teaching, counseling and job development activities.

Non-training personnel: those individuals involved in curriculum development, program direction, coordination, supervision, and secretarial activities.

2. Equipment

Lease/Rent: equipment leased/rented under competitive procurement process as fair market value for duration of training and prorated for amount of time used in BSSC program. Lease/purchase arrangements are not allowable.

Purchase: Only that equipment directly attributable to training of students shall be allowable.

Examples of Equipment: drills, lathes, discs, computer terminals, typewriters, etc.

3. Materials and Supplies

The JSP will pay for materials and supplies required to directly support training activities, competitively procured at fair market value. No materials and supplies will be allowed in support of program administration as the JSP intends that such costs will be included in administrative overhead.

Materials and supplies: may include textbooks, films, brochures, and other expendable items. The purchase of training materials must be planned early in the course; such purchases will not be permitted after the end of the first half of the program's operations.

Attachment L (continued)

4. Training Facilities/Space

The JSP intends that institutions of education and training utilize their own facilities for training at no cost to the Partnership. However, if the applicant must lease additional space and can verify that this is necessary to the success of the program, the Partnership will consider paying a rental rate based on competitive rates for the area in which the program will operate.

5. Administrative Overhead

Administrative overhead shall be limited to 10 percent of the total of all other program categories and shall include: postage, telephones, photocopying, advertising, printing, office supplies, travel, janitorial supplies, heat, light, etc.

It is not necessary to detail costs if the 10 percent rate is used. Any institution requesting more than 10% in administrative overhead must list each item and associated cost.

The 10% administrative overhead allowed is based on the total funds requested from the JSP. For example, if the education/training institution requests \$80,000 in JSP funding, \$8,000 in administrative overhead would be allowed.

Attachment M

Private Sector Allowed Costs

The Job Skills Partnership is looking for proposals which demonstrate a private sector match that is at least equal to the Partnership funds being requested. The Partnership believes that private sector contribution of loaned personnel -- to be used for curriculum design, instruction, and actual job placement -- as well as contributions of new equipment, materials, and cash will have the most significant impact on positive program design.

1. Staff/Personnel

Private sector contributions may include payment for actual staff time associated with curriculum development, training, screening and testing of trainees, based on actual rate of pay with reasonable travel and fringe benefits.

2. Equipment

Donated Equipment: current fair market value of donated equipment.

Loaned Equipment: current fair market value of the equipment, prorated by the time the equipment is used by JSP trainees over the length of the program by the useful life of the equipment.

(Note: If equipment will be used by non-JSP trainees, that portion of the time cannot be counted.)

3. Materials

Current fair market value of materials which have been competitively procured may be counted as match. See Attachment L for definition of materials and supplies.

4. Facilities

Equivalent rental cost of space as utilized by JSP trainees prorated against the percentage of time the space is available for other uses. Rate based on current competitive rates in the area where program is operating.

5. Administrative Overhead

A private sector share of administrative overhead will be permitted as match in accordance with guidelines stated in Attachment L.

6. Direct Financial Support

Actual dollars donated in direct support of the project, or trainee wages or ash paid as tuition for trainees can be counted as match.

All private sector match items must be documents as specific support for the JSP project, not as a general, regular donation made to the institution.

APPENDIX IV

JOB SKILLS PARTNERSHIP TIMELINE

APPENDIX IV

Time Line

