***Request for Proposals: Career Technical Education Training Providers***

**Executive Summary**

The YouthForce NOLA Steering Committee seeks proposals from training providers who are interested in partnering with YouthForce and need support to seed, launch, or scale high-quality technical training coursework in the areas of Skilled Crafts, Health Sciences, and/or Digital Media/Information Technology.

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| **Purpose** | **Eligible Applicants** | **Funding** | **Critical Deadline** |
| Provide support - including technical assistance and financial resources - to build the capacity of training providers to offer the coursework necessary so that students may earn statewide industry-based credentials recognized by the LA Department of Education and the Louisiana Workforce Investment Commission. | Individuals and organizations that are currently providing, or are well positioned to provide, training to high school students – including third-party providers and institutions of higher education. | Applicants may apply for grants to Seed (up to $7,500), Launch ($25,000 - $75,000), or Scale (up to $150,000) technical credentialing coursework in targeted skill clusters and career pathways[[1]](#footnote-0). All training provider collaborators will also receive technical assistance. | Applications are due by 3pm on Friday, April 12, 2019. |

**Background**

[YouthForce NOLA](https://www.youthforcenola.org/) (YouthForce) is an education, business, and civic collaborative that prepares New Orleans public school students for successful pursuit of high-wage, high-demand career pathways. YouthForce offers expanded coursework offerings, career exposure and experiences, soft skills training, and employer-validated credentials. YouthForce’s vision is that our graduates will thrive economically and be the most sought after talent for hiring and advancement in the region’s high-wage, fast-growing industries.

 YouthForce NOLA has identified three key goals to focus our efforts:

* 20% of the Class of 2020 will earn industry-recognized culminating credentials that will place them on high-wage, high-demand regional career pathways.
* 10% of the Class of 2020 will complete meaningful work experience,including paid internships.
* Citywide, more students will demonstrate employer validated, career-ready soft skills.

A key component of the YouthForce NOLA plan is to increase the number and breadth of high-quality technical training opportunities so that students can develop critical skills and earn industry-valued statewide credentials aligned to high-wage, high-demand career pathways.[[2]](#footnote-1)

**Overview of Program**

This series of partnership opportunities is available to training providers so that they can plan, launch, and or scale enrollment in offering rigorous technical training that will help prepare high school students for careers in high-wage, high-demand industries. The partnership opportunities are structured so that training providers not yet ready to launch training can move through the pipeline, building momentum and capacity, and ultimately, readiness. Exemplary training providers will demonstrate a deep commitment to students’ career readiness and post-high school success, the transformative power of high-quality technical coursework, and collaboration with other training providers and partner organizations.

YouthForce NOLA seeks to partner with leaders who, at scale, will operate high-quality, personalized, and career-focused training in New Orleans, with high-quality defined by the following criteria:

* A significant percentage[[3]](#footnote-2) of enrolled students earn industry recognized, statewide credentials that will place them on high-wage, high-demand career pathways,[[4]](#footnote-3)
* An increasing percentage of students demonstrate career-ready soft skills, and
* The organization has reached financial sustainability, to mean a minimal dependence on philanthropy, after three years.

Please note, all training provider collaborators will be asked to provide course enrollment numbers and credentials earned numbers as a part of their grant agreement. This allows YouthForce to track progress toward our collective, citywide annual goals. This information will be requested each semester in your quarterly report and will be reported by graduating class.

**Support**

Between now and 2020, YouthForce NOLA will support training providers (to include institutions of higher education and third-party entities) looking to develop, refine, and/or expand their technical training coursework. Training provider partners will be supported at the following levels:

|  |  |  |
| --- | --- | --- |
| **Support Type[[5]](#footnote-4)** | **Grant Amount** | **Technical Assistance** |
| Seed | Up to $7,500 (up to one year) | Pedagogy and soft skills coaching, basic financial literacy, Supplemental Course Allocation (SCA) course choice provider approval process |
| Launch | Up to $75,000 (one year) | Long-term business model and financial sustainability planning, continued support around soft skills |
| Scale | Up to $150,000 (disbursed over two years) | Ongoing support (partnerships, transportation, funding, student supports, community of practice, soft skills, etc.) |

Funding, applicant profile, purpose, deliverables, application length, and requirements by grant type are listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Partnership Level** | **Seed** | **Launch** | **Scale** |
| **Purpose** | Seed partners will receive funding and support to research and explore technical coursework and its components, with expressed intent that applicants will use these resources and experiences to help develop their vision in alignment with YouthForce NOLA’s larger strategic objective. YouthForce NOLA will provide technical assistance, such as pedagogy and soft-skills instruction, assistance in completing and submitting state required or other applications, industry validation, and relationship building with school partners. | Launch partners will receive funding to further build their knowledge and skills through the implementation of a robust pilot program that includes technical skill building and soft skills reinforcement. YouthForce NOLA will provide resources and support to approved training providers. Ideally, Launch partners will have begun to develop a plan for scaling. | Scale partners will receive funding for training providers to implement high quality technical training and soft skills reinforcement over two school years. YouthForce NOLA will provide resources and support, and applicant must demonstrate ability to get students credentialed. |
| **Applicant Profile** | Applicants with a commitment to student success and belief in the promise of quality technical training. Applicants should be interested in becoming Louisiana Supplemental Course Academy (SCA) providers. These applicants plan to seek state course provider approval and have potentially developed a plan to launch their programming.  Applicants should have either relevant teaching or industry experience, with the ideal candidate possessing both.   | SCA approved applicants prepared to launch technical courses that will culminate in a statewide credential, enrolling students from multiple schools and integrating the [MHA Labs](http://www.mhalabs.org) Soft Skills Building Blocks into their curriculum. These applicants must demonstrate a long-term interest in providing career preparation training for high school students.   | Applicants with a track record of: success in delivering technical coursework, strong partnerships with schools, and of students earning statewide IBCs; the ability to scale said programming over the next two school years through increased staff capacity and/or training; and full incorporation of soft skills building into curriculum, etc., in efforts to reach sustainability. Must be willing to ensure an agreed-upon minimum number of students earning statewide credentials in years one and two. |
| **Funding[[6]](#footnote-5)** | Up to $7,500 for a six-month period, plus additional supports | Up to $75,000 for a one-year period, plus YFN support and technical assistance | Up to $150,000 over a two-year period, plus YFN support and technical assistance |
| **Partnership Outcomes and Deliverables** | At the end of the process, applicants will have an SCA application submitted to the state with a plan for Launch developed.  | At the end of the process, enrolled students will earn credentials, applicants will have revised business model based on lessons learned, and there will be staffing, scaling, and transportation plans in place. | At the conclusion of the Scale granting period applicant will demonstrate: retention of existing school partners and expansion to new partners, progressively larger numbers of students credentialed from prior granting stage, progress toward equity goals, and demonstrated provision of supplemental supports to students (e.g. ELL, SPED) |
| **Application Length** | Max 4 pages, including cover sheet (see appendices 3 and 4) | Max 7 pages, including cover sheet (see appendices 3 and 5) | Max 12 pages, including cover sheet (see appendices 3 and 6) |
| **Required Application Components** | See Appendix 8 (application checklist) |

**Application Timeline & Process**

|  |  |
| --- | --- |
| **March 15** | RFP released |
| **March 27** | Q&A conference call* Thursday, March 28th, 4:30-5:30pm
* Participant dial-in: 641-715-3580, access code: 611329
 |
| **April 12** | Proposals due by 3pm to rfp@youthforcenola.org* Include “YouthForce Training Provider Proposal” in the subject line
* Attach all application materials as a PDF, utilizing the cover sheet and application templates provided in appendices 3-8
 |
| **April 15 - 19** | Selection committee reviews proposals |
| **April 22-24** | As needed, the selection committee will reach out to applicants with additional questions or follow up |
| **May 15** | Applicants informed of funding decision |

**APPENDIX 1**

 **Additional Support for Training Provider Partners**

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| --- | --- | --- |
| **Support Item** | **Description** | **Intended Audience** |
| State and local policy navigation | Support in navigating OPSB, RSD, and LDE questions of policy and finance. | Leaders and finance directors from all YouthForce NOLA training provider training provider collaborators |
| School partnership development | YouthForce will facilitate connections with school leaders across our partner schools, and will assist training providers in connecting with partner schools and students that best fit their vision for pathway/credential offerings. Partners will be invited to attend the annual YouthForce NOLA Career Expo, as well as the middle school Discover STEM Careers Day.  | All YouthForce NOLA partner training providers |
| Communities of Practice | Collaborative, facilitated group training providers – sharing best practices and lessons learned, providing feedback, and accelerating mutual pace of growth. Additional opportunities may arise to collaborate by industry and/or career pathway. | Leads and instructors from all YouthForce NOLA training provider training provider collaborators |
| Soft Skills Framework | For purposes of this application, soft skills are the social, emotional, and cognitive skills critical to success in education, career, and life. YouthForce has adopted the [MHA Labs](http://www.mhalabs.org) framework. The YouthForce team will provide technical assistance on how to incorporate this framework into your curriculum and classroom.  In addition, YouthForce runs a Soft Skills Teacher Fellowship program, wherein teachers receive technical assistance on incorporating the MHA Labs Building Blocks into their classrooms.  Instructors from training provider training provider collaborators will be eligible to apply for the Soft Skills Teacher Fellowship. | Instructors and curricular staff at all YouthForce NOLA partner training providers |
| YouthForce Internships | The YouthForce NOLA Internship program (YFI) provides a paid internship experience and exposure to the soft skills needed for success in high school, college, and the world of work. YFI is a competitive internship program for high school seniors at YouthForce NOLA partner schools that provides career experience focused on career pathways in Skilled Crafts, Health Sciences, Digital Media/Information Technology. YFN encourages and expects training provider partners to leverage the internship opportunity for participating students. We will ask for a roster of your rising seniors in order to coordinate participation in YFI. | Students at all YouthForce NOLA partner training providers (Orleans Parish residents only) |
| YouthForce NOLA Employer Hub | The YouthForce NOLA Employer Hub matches YouthForce NOLA industry partners and their employees with classroom volunteer opportunities. It is managed and maintained by Junior Achievement of Greater New Orleans. The goal of the Hub is to better connect the classroom with the working world. In utilizing the YouthForce NOLA Employer Hub, training provider partners will be able to bring professionals from a wide variety of industries into their classrooms. The YouthForce NOLA Employer Hub provides a central point from which the New Orleans business community can support students, teachers and schools through work-based learning experiences in high-wage, high-demand industries. | All YouthForce NOLA partner training providers |
| Shared Measurement | In collaboration with schools, OPSB, and the Cowen Institute, YouthForce NOLA facilitates the roll-up of city-wide data in tracking towards collective goals and progress. | All YouthForce NOLA partner training providers |
| Celebration of Successes | YouthForce NOLA shares stories and profiles of collective efforts, schools, and individual students in communications including, but not limited to, website, newsletter, annual report, social media and funder reports. | All YouthForce NOLA partner training providers |

**APPENDIX 2**

**Selection Criteria**

All components listed below are scored using a multi-level, weighted rubric. Applicants need not be able to answer “yes” to all items below, but must be able to explain context, plans, what *is* in place, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Seed** | **Launch** | **Scale** |
| **Career Preparation Vision & Strategic Objective Alignment:** Applicant articulates an emerging, clear vision for technical coursework for high school students and clearly describes how this vision aligns with YouthForce’s larger strategic objectives. | X | X | X |
| **Equity:** Applicant is considering ways in which to ensure that they are serving all students- including ELL and SPED populations, and are clearly naming where barriers exist. | X | X | X |
| **Key Personnel:** Organizational leadership demonstrates value for diversity and has one or more of the following critical elements in place:1. Roles and responsibilities of key personnel are clearly defined; 2. Staff members at all levels are invested in this project; 3. Project leader has experience either teaching relevant subject matter or direct industry experiences. 4. Continuity of leadership. | X | X | X |
| **School Partnerships:** Applicant has a strong understanding of the New Orleans school landscape and plans for how they might partner with individual schools or demonstrated examples of how this has been done previously. | X | X | X |
| **Research and Stakeholder Engagement:** Applicant has identified clear, robust goals for the research phase and key questions relating to career preparation for high school students that the team plans to explore. The request includes a detailed description of how YFN, school partners, employers and other stakeholders may potentially be engaged in the process of designing and implementing the program. | X |  |  |
| **Soft Skills:** Applicant is considering ways to incorporate soft skills building blocks into curriculum and/or has demonstrated skill in doing so. | X | X | X |
| **Planning:** Applicant has developed a clear timeline, including specific dates and process steps that will lead to the successful implementation of technical coursework for high school students. | X |  |  |
| **Track Record:** Applicant is experienced in providing training and credentialing to students and/or has relevant industry experience, technical skills, and/or has successfully completed the "Seed" phase. |  | X | X |
| **Goals & Outcomes:** Applicant has clear and measurable outcomes that include student acquisition of statewide credentials and participation in YFN career experiences. Applicant has developed a clear timeline, including specific dates and process steps, that will lead to the successful delivery of technical coursework for high school students, as well as relevant data where possible.  |  | X | X |
| **YFN Career Experiences:** Applicant clearly articulates how they have or will partner with YFN to leverage employer partnerships and existing career experiences. |  | X | X |
| **Model Design:** Applicant plans a high quality programming, whereby students will have access to the experiences and coursework that will enable them to earn industry recognized, high-wage, high-demand, statewide credentials. |  |  | X |
| **Operational Design:** Scheduling, staffing, facilities, etc., will be arranged to best support the instructional model. Identify your organization's strengths and areas where, if support existed, your organization would leverage it.  |  |  | X |
| **Launch Design:** Applicant clearly explains the intended design, including the instructional choices (programs, strategies), plans for informed admissions, and the operational choices (who, where, when).  |  | X |  |
| **Stakeholder Engagement:** Applicant has previously engaged and has plans to continue engaging students and families in key issues relating to career preparation for high school students. The request includes a detailed description of how YFN, school partners, employers and other stakeholders have been or will be engaged in design process.   |  | X | X |
| **Monitoring & Continuous Improvement:** Applicant has a plan to monitor and adapt/improve the pilot or implementation throughout the year. |  | X | X |
| **Financial Plan:** Applicant presents a sound financial plan that includes revenue planning components such as revenue sources and fundraising strategy, as well as needs for space (temporary vs. permanent). Through this, applicant should demonstrate working understanding of how to factor in SCA and CDF funding, and explicit acknowledgment for the additional monetary support that certain learners will need (ELL teacher, social worker on site, etc.). The operating budget should include cost to run the program (encompassing costs for student training, space/venue, transportation, equipment, supplies, personnel, benefits, rent, insurance, etc.). |  | X | X |
| **Implementation Plan:** Applicant has clear timeline and milestones identified for scaling coursework. |  | X |  |
| **Prior Technical Coursework Experience:** Applicant is able to articulate lessons learned from past program experience, how they performed against goals, and how those experiences influence the planned model. |  |  | X |

**APPENDIX 3**

**Application Cover Page**

|  |  |
| --- | --- |
| **Organization (or Individual’s) name** |  |
| **CEO/Executive Director name** (if applicable) |  |
| **Lead Instructor name and credential(s) held** |  |
| **Name, title, phone number, and email address for project lead** |  |
| **Name, title, phone number, and email address for development (fundraising) contact** (if applicable) |  |
| **Current program enrollment** (if applicable) **and at full capacity** (if different) |  |
| **Current school partners for 2018-19** (if applicable) **and at full enrollment** (if different) |  |
| **Grant level** (Seed, Launch or Scale) **and total funding requested through this grant** |  |
| *For Seed and Scale applicants only:* **Per pupil funding requested** (total funding request divided by estimated number of students to participate) |  |
| **List the amount received, or will receive, this calendar year from the following funding sources:** Carl Perkins, SCA, CDF, SIG, US DOE CSP, Jump Start Summers and private philanthropy |  |
| **Industry clusters and career pathways to be targeted through this grant** |  |
| **Statewide IBCs students will be able to earn through this grant program** |  |

**APPENDIX 4**

**Seed Grant Application Template**

Application should total no more than 4 pages, including the cover sheet in Appendix 3.

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| **Career Preparation Vision & Strategic Objective Alignment:**Describe your current vision for high-quality career preparation (technical) training. (We understand that your current vision could be limited based on exposure.) Describe your organization’s (and/or your personal) experience with and interest in further exploring technical training. Describe the growth plans for your organization. |
| ***[Response]*** |
| **Equity:** What role does equity play in processes and decision making in your organization? How will you ensure that all students receive support needed to be successful in your training programs? What is your plan for serving students with diverse sets of needs (English Language Learners, Special Education, etc.)? What challenges might this present, and how are you prepared to address them?***[Response]*** |
| **Key Personnel:** Describe which team members will be involved in this phase of programming, what they will do, and why they were selected to participate. Also, what is your long-term vision for staff and participant diversity? |
| ***[Response]*** |
| **School Partnerships:** Describe the educational landscape of New Orleans open-enrollment public schools. How might or have you navigated the varying school models? What challenges might you anticipate in operating as a training provider in this space, and how would you navigate them? |
| ***[Response]*** |
| **Research and Stakeholder Engagement:** Describe your goals and engagement plans for the research phase. List the technical training research and stakeholder engagement/partnership questions you plan to answer.***[Response]*** |
| **Planning:** Describe what you will do to answer your research questions listed above. Identify which stakeholders you will engage and why. List the milestones that will mark your exploration path. List the milestones that will mark your exploration path. |
| ***[Response]*** |
| **Soft Skills:** Describe your plans for incorporating MHA labs’ framework for soft skills into curriculum, and include any prior experience in doing so.***[Response]*** |

**APPENDIX 5**

**Launch Grant Application Template**

Application should total no more than 7 pages, including the cover sheet in Appendix 3.

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| **Career Preparation Vision & Strategic Objective Alignment:**Describe your current vision for high-quality career preparation (technical) training. (We understand that your current vision could be limited based on exposure.) Describe your organization’s experience with and interest in further exploring technical training. Describe the growth plans for your organization. |
| ***[Response]*** |
| **Equity:** What role does equity play in processes and decision-making in your organization? How will you ensure that all students receive support needed to be successful in your technical training programs? What is your plan for serving students with diverse sets of needs (English Language Learners, Special Education, etc.)? What challenges might this present, and how are you prepared to address them?***[Response]*** |
| **Key Personnel:** Describe which team members will be involved in this phase of programming, what they will do, and why they were selected to participate. Also, what is your long-term vision for staff and participant diversity? |
| ***[Response]*** |
| **School Partnerships:** Describe the educational landscape of New Orleans open-enrollment public schools. How might or have you navigated the varying school models? What challenges might you anticipate in operating as a training provider in this space, and how would you navigate them? |
| ***[Response]*** |
| **Soft Skills:** Describe your plans for incorporating MHA labs’ framework for soft skills into curriculum, and include any prior experience in doing so.***[Response]*** |
| **Track Record:** Describe your relevant industry experience and/or experience in providing training and credentialing to students. If you have successfully completed the “Launch” phase, please share details of how you/your program performed against goals.***[Response]*** |
| **Goals & Outcomes:** Describe your overall goals for participating students, as well as your goals for the program. How will you work with YouthForce NOLA to offer career exploration experiences, work-based learning opportunities, technical training, etc. for your students?*Note: You must also complete the table at the end of the proposal detailing targets for students earning statewide IBCs.****[Response]*** |
| **YFN Career Experiences:** Describe the career experience activities you plan to offer, or partner to offer, to help build awareness, train students, and provide them a practicum.***[Response]*** |
| **Launch Design:** Describe your planned pilot, including modes of instruction and/or partnerships.1. Pathway by pathway, describe the coursework and other experiences you will offer to develop students understanding and skill development. Be specific on who, what, when, where, and when.
2. Describe the instructional model. Detail your plan for students to earn statewide IBCs. Detail what components must be in place or need to be adjusted to support this phase of work. How do the various components fit together to form a cohesive model?
3. Describe a day in the life of a student in the program.
4. Identify your organization's strengths and areas where if support existed your organization would leverage it. This may include back office support- services the New Orleans Career Center will offer - such as:
* Instructional quality (support of instructors and teaching quality)
* Shared space (estimated availability 2020)
* School collaboration (communications re: students, recruitment, attendance tracking)
* Human resources, payroll, insurance
* Transportation coordination
* Supports for students with special needs (social workers/counselors)
* Assistance with various compliance requirements of the State Department of Education, OPSB, etc. (funding, data collection, etc.)

***[Response]*** |
| **Development of School Partnerships:** Provide evidence of your emerging school partnerships. This could include prior or projected enrollment by school(s) (year-on-year), collaborations outside of the classroom, letters of support, etc.***[Response]*** |
| **Stakeholder Engagement:** Describe what you will do to engage students and families in the planning process and beyond. How will you ensure that all stakeholder groups (YFN, school partners, employers, etc.) are included in your stakeholder engagement plan?***[Response]*** |
| **Monitoring & Continuous Improvement:** Describe your plan for monitoring progress and improving the model during this school year and beyond. How will you monitor to ensure access, participation, and success for all students?***[Response]*** |
| **Financial Plan:** Describe your financial plan that includes revenue planning components, such as revenue sources and fundraising strategy, costs for student training, as well as needs for space (temporary vs. permanent). Please explicitly name the following:1. What is your total projected budget for this phase of work?
2. How much funding are you requesting through this proposal? Describe each expense category that these funds would be used to support.
3. If your proposal request will not cover all projected costs, how will you fund the gap?
4. How would you factor in SCA and CDF funding, and monetary support that certain learners will need?
5. Potential plans to add pathways or grow in other ways in the coming years.

Please attach an itemized project budget to your application. ***[Response]*** |
| **Implementation Planning:** Describe your timeline and milestones for developing your plan.***[Response]*** |

**APPENDIX 6**

**Scale Grant Application Template**

Application should total no more than 12 pages, including the cover sheet in Appendix 3.

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| --- |
| **Career Preparation Vision & Strategic Objective Alignment:**Describe your current vision for high-quality career preparation (technical) training.  Describe your organization’s experience with and interest in further expanding technical training. Describe the growth plans for your organization. |
| ***[Response]*** |
| **Equity:** What role does equity play in processes and decision-making in your organization? How will you ensure that all students receive support needed to be successful in CPPS programs? What is your plan for serving students with diverse sets of needs (English Language Learners, Special Education, etc.)? What challenges might this present, and how are you prepared to address them? What is your track record/lessons learned in prior program(s)? ***[Response]*** |
| **Key Personnel:** Describe which team members will be involved in this phase of programming, what they will do, and why they were selected to participate. Also, what is your long-term vision for staff and participant diversity? |
| ***[Response]*** |
| **School Partnerships:** Describe the educational landscape of New Orleans open-enrollment public schools. How have you navigated the varying school models? What challenges have you encountered in operating as a training provider in this space, and how have you navigated them? |
| ***[Response]*** |
| **Soft Skills:** Describe your current approach to soft skills instruction, your plans for improving on current practice, and your readiness/ willingness/need to partner with YouthForce in incorporating the MHA Labs’ framework for soft skills into curriculum. ***[Response]*** |
| **Track Record:** Describe your relevant industry experience,experience in providing training and credentialing to students, and rates of successes to date in students earning credentials. If you have successfully completed the “Seed” and/or “Launch” phase(s), please share details of how you/your program performed against goals. ***[Response]*** |
| **Goals & Outcomes:** Describe your overall goals for participating students, as well as your goals for the program. How will you work with YouthForce NOLA to offer career exploration experiences, work-based learning opportunities, technical training, etc. for your students?*Note: You must also complete the table at the end of the proposal detailing targets for students earning statewide IBCs.* ***[Response]*** |
| **YFN Career Experiences:** Describe the career experience activities you plan to offer, or partner to offer, to help build awareness, train students, and provide them a practicum. ***[Response]*** |
| **Model Design:** Describe your planned program, including modes of instruction and/or partnerships.a) Pathway by pathway, describe the coursework and other experiences you will offer to develop students understanding and skill development. Be specific on who, what, when, where, and when. b) Describe the instructional model. Detail your plan for students to earn statewide IBCs. Detail what components must be in place or need to be adjusted to support this phase of work. How do the various components fit together to form a cohesive model? c) Describe a day in the life of a student in the program. *Note: You must also complete the table at the end of the proposal detailing targets for students earning statewide IBCs.* ***[Response]*** |
| **Operational Design:** Describe the operational model. Detail your plan for scheduling in collaboration with partner schools, staffing, and facility requirements to best support the instructional model.  Detail what operational components must be in place or need to be adjusted to support this phase of work. How do the various components fit together to form a cohesive model? Identify your organization's strengths and areas where, if support existed, your organization would leverage it. ***[Response]*** |
| **Strong School Partnerships:** Provide evidence of your school partnerships. This could include prior and projected enrollment by school(s) (year-on-year), collaborations outside of the classroom, letters of support, etc.***[Response]*** |
| **Stakeholder Engagement:** Describe what you will do to engage students, families, employers, and school partners in implementation and continuous improvement. How will you ensure that all stakeholder groups (students, school partners, employers, families, other training providers, YouthForce, etc.) are included in your stakeholder engagement efforts? ***[Response]*** |
| **Monitoring & Continuous Improvement:** Describe your plan for monitoring progress and improving the model during this school year, next, and beyond. How will you monitor to ensure access, participation, and success for all students? ***[Response]*** |
| **Financial Plan:** Describe your financial plan that includes revenue planning components, such as revenue sources and fundraising strategy, as well as needs for space (temporary vs. permanent). Please explicitly name the following:1. What is your total projected budget for this phase of work?
2. How much funding are you requesting through this proposal? Describe each expense category that these funds would be used to support.
3. If your proposal request will not cover all projected costs, how will you fund the gap?
4. How you would factor in SCA and CDF funding, and monetary support that certain learners will need.
5. Potential plans to add pathways or grow in other ways in the coming years.

Please attach an itemized project budget to your application. ***[Response]*** |
| **Prior Technical Coursework Experience:** Describe how lessons learned from prior program experiences influenced the planned implementation model. How did you perform against goals? What will you start, stop, and/or change about your model based on prior experience? ***[Response]*** |

**APPENDIX 7**

**Credential Targets & Instructors**

List your targets for *Statewide IBCs* in the chart below, including differentiation by class of student participants and total students gaining the IBC.

|  |  |  |  |
| --- | --- | --- | --- |
| **STATEWIDE IBC(s)** | **Year 1(2019-2020)** | **Year 2(2020-2021)** | **Year 3(2021-2022)** |
| *Example:Adobe Certified Associate* | *15 Seniors, 5 Juniors (15)* | *30 Seniors, 10 Juniors (40)* | *60 Seniors, 20 Juniors (80)* |
|  |  |  |  |
|  |  |  |  |

As applicable, list the names of your instructors that hold statewide IBCs.

|  |  |  |  |
| --- | --- | --- | --- |
| **TEACHER** | **CREDENTIAL 1** | **CREDENTIAL 2** | **CREDENTIAL 3** |
| *Example:John Smith* | *NCCER Core* | *NCCER Carpentry Level 1* | *NCCER Electrical Level 1* |
|  |  |  |  |
|  |  |  |  |

**APPENDIX 8**

**Application Checklist**

|  |  |
| --- | --- |
| **Application Component** | **Completed(Initial Below)** |
| **Application** |
| Proposal cover page, including contextual information (Appendix 3) |  |
| Proposal for specified grant program (Seed, Launch, or Scale- applicants must choose one) (Appendices 4-6) |  |
| Statewide IBC targets broken down by graduating class for the duration of the grant term (Appendix 7) |  |
| **Documents to be Submitted with Application** |
| Copy of business license issued by LA Secretary of State (does not apply to “Seed” applicants) |  |
| Copy of instructor(s) credential(s) |  |
| School Year Calendar (PDF copy; for “Launch” and “Scale” applications) |  |
| **Documents Required to Release Grants Funds** |
| W-9 (If not a prior training provider collaborator) |  |
| Most recent Form-990 |  |
| Most recent audited financial statements |  |

**APPENDIX 9**

**Definitions**

* Career Experiences: A continuum of career experiences connects students to the world of work early and often, from early awareness experiences such as guest speakers and business tours to later, more intensive practicum experiences such as internships.
* Career pathway: A career pathway is defined as a series of structured and connected opportunities and supports such that an employee can advance over time to better jobs and higher levels of education and training
* Career Pathway Program of Study (CPPS): The sequence of coursework and experiences offered by a school such that a student acquires the knowledge and skills needed to obtain an industry-recognized culminating credential and form a nuanced understanding of the world of work, a specific career pathway, and their own strengths and interests.
* High-wage, high-demand (HW-HD):  High-wage is defined in Louisiana as greater than $16 per hour or $32,000 per year. High-demand in Louisiana is defined as careers in regionally expanding industries.
* Industry-Based Credentials (IBCs):  Industry-based credentials are defined as a verification of an individual’s qualification or competence in a subject or skill, as issued by a third party with the relevant authority to issue such credentials. The term credential encompasses educational certificates, degrees, certifications, and government-issued licenses. Statewide credentials in Louisiana, and for YouthForce NOLA, are defined as those approved by the Louisiana Workforce Investment Council or the equivalent LCTCS Certificate of Technical Studies/Technical Diploma.
	+ *Basic Statewide IBC:* Industry-based credentials that indicate a student has attained a basic proficiency with an industry-valued skill set. Students that attain Basic Statewide IBCs earn their schools 110 accountability points within the Strength of Diploma index.
	+ *Advanced* Statewide IBCs: Industry-based credentials that indicate a student has attained advanced industry-valued skills. Students that attain Advanced Statewide IBCs earn their schools 150 accountability points within the Strength of Diploma index.
* Industry Cluster: A group of similar and related industries that share common technologies and worker skill needs. Various career pathways can be grouped to align to a given industry cluster. YouthForce NOLA is focused on the following, three regional high-wage, high-demand industry clusters: Skilled Crafts, Health Sciences, and Digital Media/ Information Technology.
* Real-world technical skills – Technical programs build student awareness of industries and jobs, enable exploration of specific careers, and ultimately prepare students with specific skills in a particular industry. Technical skills instruction may occur within the school by school staff, via dual enrollment partnerships with regional institutions of higher education, or via other partnerships (e.g., private training providers, online training providers)
* Soft Skills: For the purposes of this opportunity, soft skills are defined as social, emotional, and cognitive skills critical to success in education, career and life based on YouthForce’s adopted soft skills framework, the [MHA Labs](http://www.mhalabs.org) framework. They are often also referred to as “21st Century Skills,” “Power Skills,” or “Social Emotional” skills. The soft skills framework can be leveraged in the classroom environment in multiple ways: as standalone content, as the backbone to classroom management, as the lens through which both core academic and career readiness curriculum is taught, as supplemental standards for work-based and project-based learning, and more.
* Technical Coursework: The sequence of coursework and experiences offered by a school and/or training provider such that a student acquires the knowledge and skills needed to obtain an industry-recognized culminating credential.
* Work-based learning – A continuum of work-based learning connects students to the world of work early and often; from early awareness experiences such as guest speakers and business tours, to later, more intensive practicum experiences such as internships.
* YouthForce Internships (YFI) – YouthForce Internships are defined as those including 60 hours of soft skills training and 90 hours of a compensated, work-based internship that includes adult employer interaction. YouthForce NOLA is scaling the YouthForce Internship program to serve an increasing number of students each year. In order to be eligible, students must: a) be a rising senior in a YFN partner school, b) have completed aligned coursework, and c) demonstrate baseline soft skills readiness and maturity.

**APPENDIX 10**

**YouthForce Priority Credentials**

YouthForce will only consider proposals aligned to the health care, digital media/IT or skilled crafts skill clusters that satisfy the following framework**:**



1. See Appendix 10 for more information and contact rfp@youthforcenola.org if you are unsure of your program’s alignment. [↑](#footnote-ref-0)
2. Please see appendix 9 for key definition of terms used throughout this document [↑](#footnote-ref-1)
3. Targets and credential-earning rates vary by industry and career pathways. High-quality training providers will match or exceed industry average credential-earning rates. [↑](#footnote-ref-2)
4. Recipients of YFN grant funding will be expected to set targets and provide information on student enrollment and attainment of industry recognized credentials every semester. [↑](#footnote-ref-3)
5. YFN reserves the right to award program grants at different levels than applied for by applicant. (e.g. a “Launch” application may be awarded as a “Seed” if selection committee determines additional work must be done before moving to a more advanced stage). [↑](#footnote-ref-4)
6. Exact grant amounts will be based on funding availability and determined need. [↑](#footnote-ref-5)