Request for Proposals

Catalyzing Career and Technical Education Through Enhanced Career Pathways

2018 - 2019

Short Name: **Career Pathway Grant**

NC Department of Public Instruction,

 NC Community College System

Date Released: June 1, 2018

Deadline for Proposals: July 20, 2018

All proposals should be submitted to: john.kirkman@dpi.nc.gov

# Introduction and Legislative References

North Carolina workforce development partners have been collaborating for many years to develop and scale high-quality grades 9-14 career pathways. Career pathways are an extension and enhancement to the CTE Programs of Study reference in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act). Many workforce partners participated in similar collaboration under College Tech Prep grants and initiatives as well as local initiatives.

In 2012, NC selected two regions to pilot implementation of regional 9-14 Career Pathways following the model set forth by Jobs for the Future (JFF) based on the Pathways to Prosperity principles. In 2013, the NC Department of Public Instruction (DPI) awarded small grants to each Local Education Agency (LEA) to begin the process of developing 9-14 Career Pathways. In 2014 the North Carolina Community College System (NCCCS) in collaboration with DPI and the NC Department of Commerce (Commerce) released a two-year competitive proposal to set up 9-14 Career Pathways between high schools and community colleges. Twenty colleges were funded in partnership with high schools and workforce boards. In 2015, the NC Works Commission assumed a leadership role in supporting career pathways as a statewide framework by which workforce partners could organize. The Commission adopted [criteria](https://www.nccommerce.com/wf/workforce-professionals/ncworks-certified-career-pathways) for high-quality 9-14 career pathways and established a process to certify pathways throughout the state.

In 2015, the Department of Public Instruction (DPI) began work on a Career Readiness Initiative sponsored by the Council of Chief State School Officers (CCSSO). Two of the objectives of the CCSSO initiative are focused on career pathways: creating high quality pathways and scaling pathways for ALL students. These objectives supported DPI’s existing focus on career pathways including the requirement that every LEA develop at least three 9-14 career pathways. In 2016 NCCCS and DPI placed increased emphasis on these 9-14 Career Pathways requiring all colleges to submit curriculum outlines for three career pathways between high school and community colleges, further encouraging the collaboration between high schools and community colleges and building on the statewide High School to Community College Articulation Agreement and the Career and College Promise program.

To support development of 9-14 career pathways, several professional development opportunities have been offered to workforce partners, and state staff have provided technical assistance in a variety of ways. Sessions at existing partner conferences have focused on development of 9-14 career pathways, and a Career Pathways conference was offered to local teams to support development. Currently, 28 regional pathways have been certified by the NC Works Commission, community colleges have submitted frameworks for over 170 9-14 CTE Programs of Study, and LEAs have reported over 330 grades 9-14 career pathways in a variety of program areas and disciplines.

While each local partnership is expected to express the metrics, they will use to monitor the success of the pathway, little effort has focused on the pathway outcomes to date. Given the number of years into the process and the efforts to assist in the development of the 9-14 career pathways, the workforce partners sponsoring this RFP believe it is appropriate to begin to show positive outcomes from the pathway implementation. High school and community college partnerships are stressed throughout the Perkins Act. There are many strong examples of 9-14 career pathway frameworks in place. The purpose of this competitive program is to reward those local partnerships, that through successful implementation of their pathways, have experienced positive outcomes for their region and to begin to hold up viable examples of measurement for statewide replication.

The goal of this RFP is to improve Career and Technical Education through enhanced 9-14 Career Pathways through increased investment in promising pathway implementation practices. Funds awarded through this process will be reinvested and leveraged with existing resources to enhance current systems. Funds should be targeted at activities directly aligned to pathway outcomes; not to the process of developing the pathway.

The Perkins Act allows the state to sanction and incentivize based on performance. Following is an excerpt from the legislation that details the performance that may be considered for incentive funding.

Sec (124) (c) (10)

‘‘(A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

‘‘(i) eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;

‘‘(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

‘‘(iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;

‘‘(iv) eligible recipients’ progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or

‘‘(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate;”

As state agencies responsible for the oversight of The Perkins Act, DPI and the NCCCS have agreed to allocate Reserve Funds for this purpose. Up to $400,000 will be distributed to Local Education Agencies (LEAs) and up to $200,000 to Community Colleges. Individual grants to LEAs will be awarded in amounts not to exceed $50,000 and to colleges in amounts not to exceed $25,000.

Proposals must be submitted by **July 20, 2018**. Recipients will be notified following the August 2018 meeting of the Board of Community Colleges. Funds awarded shall be expended within fiscal year 2018-19 (fully expended by June 30, 2019).

# Timeline

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| Release of RFP | June 1, 2018 |
| Webinar for Prospective Applicants | June 14, 2018, 2:00 pm |
| Deadline to Submit Questions | June 22, 2018 |
| Deadline to Submit Applications | July 20, 2018 |
| Selections Announced  | August 17, 2018 |

# About Incentive Grants

The purpose of this grant program is to reward partnerships that are successfully implementing 9-14 career pathways and can provide data that support positive outcomes from that implementation. These grants are not for developing new career pathway programs, but for improving existing 9-14 career pathways.

Applicants should put forth proposals that reflect the following criteria:

* Demand-driven and data-informed 9-14 career pathways
* Engaged employers
* Collaborative 9-14 Secondary and Postsecondary partnerships
* Career awareness and comprehensive career advising and support services
* Articulation and coordination
* Work-based learning
* Multiple points of entry and exit
* Infusing and awarding of industry-recognized credentials
* Alignment with, and support of regional certified pathways
* Evaluation metrics

Narrative in the grant application should provide evidence of the criteria and provide qualitative and quantitative data examples that demonstration achievement of the intended outcomes. Applicants may use a variety of data sources in preparing the application and should include links to data sources or other methods that will allow data to be verified. Performance outcome measures should be reflective of the evaluation metrics that were part of the original 9-14 career pathway development. Examples may include enrollment data, credentials earned, placement in work-based learning, etc.

The grant application should reflect high levels of collaboration, and partners are expected to collaborate to complete the application and budget.

# Budget and Permissible Uses of Funds

Funds awarded through this grant process MUST follow the funding and expenditure rules established for other federally awarded CTE funds including those promulgated under the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).* LEAs will receive allotted funds through PRC 058 and will be responsible for building and submitting budgets using the BAAS system. Community Colleges will be awarded funds through the NCCCS allocation process and will be required to submit an initial budget and quarterly updates through the NCperkins Moodle.

Funds may be used for the following costs/activities:

1. Equipment purchases (up to 30% of the grant award) related to the enhancementof the pathway or other metrics;
2. Printing and duplicating;
3. Salaries for licensed staff/faculty directly involved in the pathway outcomes;
4. Professional development expenses including related travel costs;
5. Contracted services.

Applicants must provide a detailed description of the cost estimates along with a narrative that describes how the award will further enhance the pathway outcomes and benefit the career pathway program.

All funds received through this program must be used to supplement existing programs and cannot supplant current funding streams.

# Application Materials

All applicants must submit the proposal narrative and supporting appendices as described herein no later than 5:00 pm on July 20, 2018. Applications should be formatted as a single pdf document and submitted via email to john.kirkman@dpi.nc.gov

The Catalyzing Career and Technical Education through Enhanced Career Pathways will be a joint proposal from a consortium comprising a community college and the LEAs in its service area.

## Required Application Materials

The required application materials include the proposal narrative and supporting appendices. The narrative must be no longer than 12 pages in length, and applicants are encouraged to use the following guidelines relative to each section of the proposal. Text on pages should be at least 11-point font size with margins at least one inch on all sides and double-spaced lines. All pages of the narrative should be numbered and include a footer identifying consortia members.

# Appendices A, B, C, and D are required materials. Applicants may include additional supporting information as appendices such as data elements, news stories, etc. There is no page limit for the appendices.

Applications will be scored on a 100-point scale based on the following criteria:

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| 1. Rationale: 1-2 pages, up to 12 Points
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| 1.a. Presents a compelling explanation of the intended impact of the proposed activities, including expected numbers of participants to be reached and the quantifiable goals for improvement of pathway outcomes at the secondary and postsecondary level over a defined period of time. |
| 1.b. Describes plans to target and serve a significant number of high-need, underserved or [nontraditional participants](http://www.ncpublicschools.org/cte/related-services/support/gender-equity/) including postsecondary special populations in the 9-14 career pathway. |
| 1. Partners and Program: 2 pages, up to 20 Points
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| 2.a. Demonstrates a strong and consistent track record of collaboration with pathway partners including the development of 9-14 career pathway programs of study, articulation agreements, [Career and College Promise](http://www.nccommunitycolleges.edu/academic-programs/career-college-promise) programs of study, career advising, work-based learning, etc. |
| 2.b. Cites evidence of high levels of employer engagement in the development of the 9-14 career pathway and in ongoing processes related to continuous improvement of the pathway and related outcomes at both the secondary and postsecondary level. |
| 2.c. Cites conditions at the local or regional level that are supportive of the 9-14 career pathway implementation including early successes or changes in the economic environment since the pathway was developed. |
| 2.d. Identifies if the career pathway has been certified by the NCWorks Commission or the CTE 9-14 pathway process and how it is aligned with labor-market demand.  |
| 1. Performance Outcomes: 3 pages, up to 25 Points
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| 3.a. Describes the pathway metrics used to evaluate the success of the 9-14 career pathway and/or participants along with the applicant’s experiences for collecting and accessing high-quality data to measure progress and outcomes. |
| 3.b. Provides evidence (qualitative and quantitative) that applicant’s pathway program has a positive impact/change on the individuals served, the community and/or the state based on the metrics proposed during the pathway development such as (but not limited to):(i) enrollment data at both the secondary and postsecondary level in the pathway.(ii) data on students transitioning from secondary to postsecondary education in the pathway.(iii) credentials earned that are industry accepted and preferred for employment. (iv) postsecondary credits earned through Dual Enrollment or the [High School to Community College](http://www.ncperkins.org/course/view.php?id=4) Articulation Agreement. (v) coordinated [work-based learning experiences](http://www.ncpublicschools.org/cte/curriculum/work-based/types/) at the secondary and postsecondary level a. Exploratory: shadowing, mentorship, tours, speakers, etc.b. Experiential: project-based learning, short-term employment, structured observationc. Engaged: long-term placement to enhance technical skills such as internships and apprenticeship experiences(vi) professional development for secondary and postsecondary staff including industry externships(vii) placement of completers in jobs and/or continuing education programs |
| 3.c. Other data that show positive trends for metrics included at the pathway development. |
| 3.d. Describes any adjustment or additions to the original outcome metrics since the pathway was developed. |
| 3.e. Describe how the project will improve secondary and postsecondary Perkins performance indicators.  |
| 1. Program Enhancements: 3 pages, up to 25 Points.
 |
| 4.a. Describes in detail the intended use of awarded funds along with the expected outcome for implementing new strategies. |
| 4.b. Provides a detailed action plan with timeline and responsible parties that reflects the strategies and intended impact as well as the collaborative implementation. |
| 1. Budget: 1 page, up to 18 Points
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| 5.a. Clearly identifies the uses of grant award funds as an enhancement of and reinvestment into the 9-14 career pathway |
| 5.b. Demonstrates alignment of the requested funds to the 9-14 career pathway outcomes with detailed explanations of how funds will enhance outcomes. |
| 5.c. Demonstrates collaboration on the planning and use of funds that result in the greatest collective impact. |

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| Appendices |
| Appendix A | Budget Template (Applicants MUST use the template provided) |
| Appendix B | Action Plan (Applicants may use the template provided or choose another format) |
| Appendix C | Assurances Page (Signed by Partners)  |
| Appendix D  | Memorandum of Understanding  |

# Webinar Registration Information

A webinar detailing the application process is scheduled for all Interested parties. This webinar will be recorded and available for review at the CTE Directors Moodle site as well as the NCperkins Moodle. In addition to sharing information, DPI and NCCCS staff will facilitate a question and answer session following the presentation. Questions and answers will be shared on the Moodle sites.

Please register for Catalyzing Career and Technical Education Through Enhanced Career Pathways on Jun 14, 2018 2:00 PM EDT at:

<https://attendee.gotowebinar.com/register/2493023160346418177>

After registering, you will receive a confirmation email containing information about joining the webinar.

# Submission of Questions/Inquiries

Applicants may also submit questions via email to john.kirkman@dpi.nc.gov . Questions must be submitted by June 22, 2018. Responses to all questions received will be posted with other grant resources on the CTE Directors Moodle and the NCperkins Moodle.

# Budget Template – Appendix A

Budget and spending will follow guidelines outlined in the Perkins Act of 2006 and the Administrator’s Handbook on EDGAR, 3rd Edition. Secondary grant budget should be aligned to PRC 058 Chart of Accounts.

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| --- | --- | --- | --- |
| **Cost Category** | **Secondary****Grant Amount**  | **Postsecondary****Grant Amount** | **Rationale Supporting Cost** |
| **Direct Staffing** *(e.g., salaries, benefits, etc.)* |  |  |  |
| **Consultants and Contractors** |  |  |  |
| **Travel and Registrations**  |  |  |  |
| **Equipment** |  |  |  |
| **Printing & Duplicating** |  |  |  |
| **Other Program Costs** *(specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)* |  |  |  |
| **Other Program Costs (***specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)* |  |  |  |
|  |  |  |  |
|  **TOTAL** *(must not exceed $50,000 for secondary and $25,000 for postsecondary)* |  |  |  |

List equipment to be purchased. (indicate whether the equipment will be housed at the high school or community college)

1

2

3

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| **Action Plan - Appendix B**  |
| **Strategies/Action Steps to Reach the Goal:** | **Roles/Responsibilities for Each Strategy/Action Step:***(Be sure to note roles for K12, Business/Industry, and Community College)* | **Timeline:** |
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| **Will this require local secondary or postsecondary Board action?** | **Will this require process changes?** | **Can other programs be leveraged?** | **Which stakeholders need to be involved?** |
| □ YES | □ NO | □ YES | □ NO | □ Other |  |
| Description:  | Description: | Description: |  |

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| **Implementation Planning** |
| *What assets can be leveraged to help your team get this work done?* | *What barriers do you anticipate as you implement these strategies?* | *What unintended consequences might be created with these strategies?* |

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| **Key Milestones: What progress markers will you expect to reach throughout Career Readiness Initiative on a monthly basis?** |
| August | September |
| October | November |
| December | January |
| February | March |
| April | May |
| June | July |

Appendix C

General Assurances Page

July 1, 2018 – June 30, 2019

We agree to comply with the following:

* To provide the appropriate administrative supervision and support necessary to foster success of the project.
* To operate under a written articulation agreement as is attached to this grant application.
* To work cooperatively with the North Carolina Community College System, North Carolina Department of Public Instruction, and the North Carolina Department of Commerce in monitoring and evaluating the program and to submit evaluation data as required.
* To supplement, expand, and not supplant funding for existing programs, activities, or services.
* To demonstrate commitment to the project by providing appropriate time and personnel to complete the objectives and outcomes of the project and all overhead costs, classrooms, and laboratory costs.
* To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation, or national origin.
* To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
* To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
* To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
* To ensure funds awarded through this program will be reinvested in the career pathway on which the metrics/data and narrative reflect.

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| Community College President(s) Signature(s) |  | Date |
| Superintendent(s) Signature(s) |  | Date |

Appendix D

**Consortia Members**

**Memorandum of Understanding** between Community College, LEA(s), and Workforce Development Boards outlining the general partner roles, intent to cooperate, and support in building this pathway can be submitted two months after the awarding of the grant. Initial letters of cooperation and support are encouraged in the initial proposal.