 **REQUEST FOR APPLICATION**

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| --- |
| **NEW SKILLS FOR YOUTH (NSFY) GRANT****Cohort III** |
| Deadline 4:00 PM (ET)March 27, 2019*(Applications received after 4:00 PM(ET) will NOT be reviewed)* | Issued ByKentucky Department of EducationOffice of Career and Technical Education |
| Email All Questions To: Kentucky Department of Education Procurement Branch KDERFP@education.ky.gov(Questions will only be accepted via email)Deadline: 12:00 Noon (ET)**March 11, 2019** | **Submit Applications to:****KDERFP@education.ky.gov***(only electronic applications will be accepted)* |
| In order for an application to be reviewed, the applicant:* **Shall** meet the submission deadline.
* **Shall** include application components as described on page 6.
* **Shall** follow formatting requirements as described on page 6.
 |

**New Skills for Youth Grant Cohort II**

Deadline – March 27, 2019 4:00 PM (ET)

Introduction

The Kentucky New Skills for Youth (NSFY) Initiative incentivizes the opportunity for local districts to transition state operated area technical centers and locally operated technical centers into regional academies. Accomplished through employer engagement and the collaboration of two or more school districts, one or more technical centers, one or more postsecondary partners, and multiple community partners, this initiative seeks to transform the delivery of career and technical education in Kentucky by:

* developing an implementation plan for the creation of an all-day regional career academy;
* increasing student access to dual credit opportunities and seamless postsecondary pathways;
* allowing students to earn industry-recognized credentials;
* providing students Work-Based Learning (WBL) experiences; and
* including pathways leading to the top 5 industry sectors, as identified by the Kentucky Center for Statistics (KyStats).

**Purpose**

This grant is for planning the development of regional career academies that:

* are employer-driven, with business & industry partners providing direction in pathway decisions and WBL experiences;
* provide all-day learning environments that include both CTE and academic courses; and
* transform the high school experience in Kentucky.

**Eligibility**

In order to apply for the NSFY grant, applicants **must** achieve the following:

* Include two or more school districts
* Include at least one postsecondary partner
* Include at least one state operated area technical center or one locally operated technical center
* Involve at least two business and industry partners aligned to at least one of the state’s top five industry sectors
* Involve at least one community partner
* Include board resolutions from each participating district
* Include the signed assurances form
* Acknowledge the inclusion of dual credit opportunities as part of the planning grant
* Complete the cover page and eligibility form
* Application must meet formatting and content requirements outlined in the RFA

**Funding**

The Kentucky Department of Education has approximately $440,000 available for this grant competition. The total award amount for each planning grant will be no more than $110,000.

**Examples of Allowable Use of Funds**

* Salary of Team Planning Lead
* Travel-planning meetings, professional learning, other related travel expenses
* Related marketing/communication expenses
* Fees- legal or other fees specific to the development of regional career academy plan
* Expenses specific to the planning grant

**Unallowable Use of Funds**

* Writing the application
* Equipment purchases such as smart boards, computers, and printers
* Capital improvements
* Entertainment or alcohol

***Additionally, NSFY grant funds cannot be used to supplant funds***

**Glossary of Terms**

The following guidance provides definitions/clarification for the concepts of the New Skills for Youth Initiative.

**Academy Steering Committee**

The academy steering committee will provide guidance and oversight to the Regional Career Academy upon receipt of grant funds. The academy steering committee should be composed of:

* 50% business and industry representatives with at least one representative from each high-demand sector and at least one representative from the local workforce innovation board
* 50% education representatives including school district superintendents, state and/or local technical center principals, and postsecondary partners

The Academy Steering Committee is distinct from the **Program Advisory Committee**, which advises on program development based on the employment needs of the community, state, regional, national and international marketplace.

**Academy Sub-Committee(s)**

Academy sub-committees are to be created to carry out the strategic work of the academy during the planning grant phase. These committees may be comprised of additional business and industry partners, postsecondary partners, school/district leadership and staff, students, parents, or other valued stakeholders.

**Asset Mapping**

The process of evaluating the various assets the regional academy team has access to that can advance the mission and vision of the regional career academy (career pathway offerings, facilities/equipment, personnel, funding, and community resources).

**Employer Partner**

A local labor market area leader. The representative(s) should be from the private sector and working or engaged in fields that are related to the pathways of the Regional Career Academy and serve the needs of the state/region. The partner should be able to provide meaningful insight into career fields needed by the region, as defined by data, and job opportunities for students.

**Career Hub**

May be a separate physical location, program, multiple programs, or series of pathways within a Regional Career Academy that are aligned with a specific industry sector.

**Certificates**

Postsecondary Educational institutions award certificates to indicate completion of a program of study that does not culminate in a degree. Criteria vary widely among institutions—even within the same higher education system or state. Certificates are not the same as certifications.

**Community Partner**

Non-profit organizations, area/economic development authorities, and workforce development entities. These partners can provide meaningful insight into career fields needed by the region, as defined by data, and can assist in convening key shareholders.

**Degrees**

An academic degree can be earned at many levels, including the associate (two years); bachelor’s (four years); master’s (two years beyond a bachelor’s degree); and doctoral, which is several years beyond a master’s degree.

A degree program differs from certificates and diploma programs in that it often requires the student to take general education courses through a college or university to support a more well-rounded education. For instance at many universities, those earning their bachelor’s degree are required to take English, math, science, philosophy, and history.

**Dual Credit Courses**

Dual credit courses are college-level courses that simultaneously earn secondary and transcripted college credit, and count toward a postsecondary degree or credential. Approved dual credit courses (per KRS 164.786) do not include developmental education courses. Dual credit courses can vary in three dimensions–where they are taught, by whom they are taught, and when they are taught.

[**High Demand Sectors**](https://education.ky.gov/CTE/nsfy/Documents/HD_Sector_Occupation_State.pdf)

Sectors with the most projected job openings over the next five years, according to the Kentucky Center for Education and Workforce Statistics (KCEWS), which also have an average annual wage for the entire sector of at least $35,000. Kentucky’s top five sectors are Advanced Manufacturing, Business & IT Services, Construction, Healthcare, and Transportation & Logistics.

**Industry Certifications**

Industry certifications are awarded by a third party, often a professional organization, business or industry. A standard setting entity assesses and confirms the applicant’s competence against standards in a particular occupational area.

**Letter of Commitment**

An official correspondence from each grant partner demonstrating their commitment to serve on the **Planning Team** and outlining how they will be involved in the work of exploring the possibility of a Regional Career Academy.

**Licenses**

Licenses are the credential most similar to qualifications in that they serve as the sole ticket of admission to an occupation; one cannot practice without one. Earning a license to practice usually requires examination by a licensing board of experienced practitioners in the same field. It frequently requires that the applicant complete a prescribed course of study that present a certificate or degree attesting to successful completion of that program.

**Locally Operated Technical Center**

A school or series of programs primarily serving secondary students offering academic and occupational programs suitable for fulfilling high school credit requirements and attaining occupational goals and objectives. Per 705 KAR 2:140, the center must offer five (5) or more technical preparation programs that lead to skill development focused on specific occupational areas. Locally Operated Technical Centers and locally operated technical programs are administered by school districts.

**Needs Assessment**

A framework for self-evaluation and analysis that investigates the current status of the team’s development and implementation efforts surrounding the regional career academy, including strengths, opportunities for improvement and the identification of appropriate improvement plans and professional learning.

**Planning Team**

The group that will collaborate to explore the possibility of a Regional Career Academy in accordance with the terms of this grant. The group will be comprised of representatives of those groups required for eligibility, including: one representative from each participating school district, one representative from each postsecondary partner, one community partner, one representative from each technical center involved, and representatives from business and industry.

**Postsecondary Partner**

College, university, technical college, proprietary school, training program, or other institution of higher learning that affords dual or articulated credit opportunities, provides diplomas, certificates, certifications, or occupational licensing as well as other benefits to students.

**Program Advisory Committee**

A group of persons outside the education profession who advise CTE educators, administrators, and local board of education members regarding programs, based on the employment needs of the community, state, regional, national and international marketplace. This group may be composed of employers, intermediaries (Chambers of Commerce, Health Department, Extension Agents, etc.) and parents recognized and respected in their own fields of work.

The Program Advisory Committee is distinct from the **Academic Steering Committee**, which provides guidance and oversight to the regional career academy upon receipt of grant funds.

**Programs of Study**

A program of study is a comprehensive, structured approach for delivering academic and technical studies that prepare students for postsecondary education and career success. At the secondary level, a program of study:

* Is a rigorous, non-duplicative sequence of, ideally, at least four CTE credits aligned with college-ready academic courses. Kentucky holds that programs of study should include at least four CTE credits.
* Offers students the opportunity to earn postsecondary credits while in high school.
* Leads to industry-recognized credentials and postsecondary credentials, certificates, and degrees.
* Feature aligned work-based learning experiences that help students transition successfully to postsecondary education, training, and/or the workplace.

**Regional Career Academy**

For the purpose of this grant, the Kentucky Department of Education defines a Regional Career Academy as an all-day learning environment established in partnership with multiple school districts, state and/or locally operated career and technical centers, postsecondary partners, community partners, and business and industry partners, where students participate in a combination of academic and career and technical education classes. Regional career academies are driven by state and regional labor market demands, providing students in grades 9-12 seamless transitions into postsecondary education and training opportunities and/or the workforce. In addition, the regional career academy includes strong career advising programs, dual credit course work, and related work-based learning experiences that lead to knowledge, skills, and/or credentials essential for success in postsecondary endeavors, including but not limited to, college, training programs, workforce, and the military.

**Registered Apprenticeship**

A plan containing all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, as required under KRS Chapter 343 and 29 CFR parts 29 and 30, including such matters as the requirement for a written apprenticeship agreement.

**State-Operated Area Technical Center (ATC)**

A school primarily serving secondary students offering academic and occupational programs suitable for fulfilling high school credit requirements and attaining occupational goals and objectives. Area Technical Centers are administered by the Kentucky Department of Education.

### Application Components

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application. (Templates are provided for each item.)

* 1. Application Cover Page (name of fiscal agent, fiscal agent contact person, participating districts, etc.)
	2. Eligibility Form
	3. Assurances Statement (signed by fiscal agent)
	4. Table of Contents (with page numbers)
	5. Grant Narrative
	6. Detailed Budget & Narrative Form
	7. Board Resolutions From All District Partners (signed)
	8. Letters of Commitment From All Required Partners (signed)

**Formatting Requirements**

The application narrative should be organized in the order below and should use the following format:

* Double-spaced
* Letter size (8 1/2 by 11) settings
* Arial or similar 12-point font (NO narrow or condensed versions)
* 1 inch side margins and .5 inch top/bottom margins for narrative portions
* 15 page maximum for the narrative, additional pages exceeding this limit will not be reviewed
* Number pages consecutively starting with the first page of the narrative as page 1
* Do not number the application cover page, the table of contents, assurances, detailed budget form, district resolutions and letters of commitment. These do not count as part of the 15 page maximum.
* Texts within charts and graphs may be 10 point Arial or similar font and single spaced
* Bullets may be single spaced and should be 12 point Arial or similar font

***Failure to follow the formatting requirements may deem your application non-responsive***

**Intent to Apply**

In order to secure an adequate number of grant reviewers, please submit an email no later than **February 1, 2019** to KDERFP@education.ky.gov if you intend to submit an application. You should include the district name, contact name, address, e-mail and phone number. ***This is for planning purposes only and does not obligate you to submit an application***.

**Technical Assistance**

To assist applicants in preparing a quality application, the KDE will offer a technical assistance session for the purpose of application preparation. A live broadcast will be held **January 23, 2019** and you are encouraged to participate as this will be the only opportunity for oral questions. **Please continue to check the KDE website for further information regarding the live broadcast for technical assistance.**

**Submission of Written Questions**

**The KDE will only accept written questions via email through 12:00 Noon (ET) on March 11, 2019.** Questions will not be accepted after this date.Salient written questions and their responses will be posted as an addendum to the RFA on a weekly basis, after **January 24, 2019**, with the final posted on or around March 18, 2019**.** **Please continue to check the KDE website for** **updates to the questions.** All questions should be submitted to KDERFP@education.ky.gov.

**Application Deadline**

**The Kentucky Department of Education must receive, in its email inbox, the application by March 27, 2019 at 4:00 PM (ET).** Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements may be deemed non-responsive. It is the applicant’s responsibility to check the [KDE Competitive Grants webpage](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) regularly for new information (including changes) regarding this solicitation. Applicants are responsible for contacting the Kentucky Department of Education confirming the receipt of their application.

### Submission of Application

### The Kentucky Department of Education must receive, in its email inbox, the application by March 27, 2019 at 4:00 PM (ET). Applications received after this time and date will not be reviewed or considered for award. Furthermore, applications not complying with any of the technical requirements may be deemed non-responsive. It is the applicant’s responsibility to check the [KDE Competitive Grants webpage](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) regularly for new information (including changes) regarding this solicitation. Applicants are responsible for contacting the Kentucky Department of Education confirming the receipt of their application.

1. Scan the completed application in its entirety, including all signatures, to PDF format. Save the application as ***NSFY~~-~~FY19~~-~~Fiscal Agent District***. (For example: Fiscal Agent Martin County would save the application as NSFY*-FY19-Fiscal Agent Martin County*).
2. Email to KDERFP@education.ky.gov
* **The date/time on the received email must be on or before 4:00 PM (EDT), March 27, 2019.**
* On the subject line of the email, type ***NSFY/name of Fiscal Agent***.
* Label the application attachment ***NSFY-FY19-Fiscal Agent***. (For example: Fiscal Agent Martin County would save the application as *NSFY-FY19-Fiscal Agent Martin*). If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED-BY THE DEADLINE of NSFY March 27, 2019 by 4:00 PM (EDT).**
* Keep in mind that email coming in to the Kentucky Department of Education is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applications not received by the deadline will not be reviewed or considered for award.

**Evaluation of Application**

Independent reviewers who have experience in or knowledge of career and technical education, will evaluate applications using the criteria established in the RFA. Recommendations will be based on independent reviewer scores.

### Contract Award

Applicants will receive preliminary notice of award on or around April 22, 2019. At the conclusion of the RFA process, Memorandums of Agreement (MOA) will be developed with successful applicants. The MOA will be effective July 1, 2019 through June 30, 2020. Activities prior to the effective date of the MOA are not allowable charges.

**New Skills for Youth Grant Cohort III**

Evaluation Criteria

The grant narrative description should be written in the chronological order in which the criteria are written below. Parts 1-5 should be limited to 15 single-sided, double-spaced pages and have side and top margins of one inch. The Cover Page, Eligibility Form, Detailed Budget & Narrative Form, Board Resolutions, Assurances Form, and Letters of Commitment are not included in the 15-page limit.

|  |  |
| --- | --- |
| **Criteria*****Applications not complying with these requirements will be deemed non-responsive*** | **Maximum Points** |
| **Part 1: Employer Driven Process (high demand, high wage sectors)** | **30 points** |
| **This section should demonstrate employer engagement.** |
| 1.1 Describe how this is an employer-driven initiative.1.2 Identify at least two industry partners from at least one of the top industry sectors, relevant to the regional career academy.1.3 Describe the role of each industry partner.1.4 Explain how employers will be used to validate labor market information during the planning phase. 1.5 Provide letters of commitment from employers to serve on the Planning Team for the regional career academy that outline how employers will lead the work of the academy.  |
| **Part 2: Support** | **20 points** |
| **This section shows the level of support from shareholders.** |
| * 1. Identify and explain how each school district will be involved in planning the regional career academy.
	2. Identify and explain how each postsecondary partner will be involved in planning the regional career academy.
	3. Identify and explain how each community partner will be involved in planning the regional career academy.
	4. Identify the state operated area technical center(s) and/or locally operated technical center(s) and explain how they will be involved in planning the regional career academy.
	5. Provide a detailed explanation of how the team plans to increase access to high-quality/high demand career pathways.
	6. Provide letters of commitment from each partner to serve on the Planning Team for the regional career academy that outline how each will be involved the work of the academy.
 |
| **Part 3: Program of Studies and Career Pathway Options** | **10 points** |
| **This section should describe the process of how high-demand career pathways (grades 9-16) will be created or revamped.**  |
| 3.1 Explain the process of how your Academy Steering Committee will provide guidance and oversight to the Regional Career Academy upon receipt of grant funds.3.2 Explain the process of how your Program Advisory Committees will advise program development to determine and develop appropriate career pathway options for students.3.3 Explain the role postsecondary will play in evaluating current career pathway offerings.3.4 Explain the role postsecondary will play in determining new career pathway offerings.3.5 Explain the process of how you will work with employers to evaluate progress and meet local market needs using LMI. |
| **Part 4: Regional Career Academy** | **30 points** |
| **This section should describe the plan for an all-day regional academy.**  |
| * 1. Describe how you plan to transition your participating ATC/CTC into an all-day regional career academy.
	2. Describe how this will transform the high school experience from your current model/delivery system to provide additional opportunities for students.
	3. Provide your supply and demand data to illustrate your area’s needs and discuss how transitioning to a regional career academy could be utilized to address those needs by specifying improvement goals.
	4. Describe any barriers to creating and maintaining a regional career academy that you have discussed, and how you plan to address those barriers during the planning phase.
	5. Provide district resolutions approved by local boards of education.
	6. Identify each member of the Academic Steering Committee, who they represent, and their role in the planning process, ensuring that the committee’s make-up meets the definition provided within the glossary.
	7. Describe your team’s initial efforts surrounding internal needs assessments and regional asset mapping.
	8. Describe specifically how academic credits will be offered as a part of the all-day academy experience.
	9. Describe how the academy will be sustained through current and future funding resources.
	10. Describe how high-quality college and career advising will be integrated into the academy and provided to each student enrolled.
 |
| **Part 5: Budget (Detailed Budget & Narrative Form)** | **10 points** |
| **This section should list all expected expenditures and why those have been chosen.**  |
| 5.1 Identify and justify expenditures of the planning grant funds. |
| **Grant Criteria Total Points** | **100** |

###### KENTUCKY DEPARTMENT OF EDUCATION

**New Skills for Youth Grant Cohort III Application**

**Cover Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Applicant:** |  | **Amount Requested:** | $ |
| **Contact:** |  |
| **Address:** |  |
|  |  |
|  |  |
| **Project Coordinator:** |  |  | **Title:** |  |
| **Agency:** |  |  |
| **Address:** |  |  |  |  |
|  |  |
| **Phone:** |  |  | **E-mail:** |  |

**Participants:**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I assure the attached application has been reviewed and approved for implementation by all shareholders and the applicant will comply with all requirements, both technical and programmatic, pertaining to the New Skills for Youth Grant Cohort III. Failure to do so could impact future funding.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Applicant (Fiscal Agent) Authorized Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notary Public My commission expires**

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###### KENTUCKY DEPARTMENT OF EDUCATION

**Eligibility Form**

Partnering School Districts (2 or more):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postsecondary partner(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Operated Area Technical Center(s) or Locally Operated Technical Center(s):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business and Industry partners (2 or more) aligned to at least 1 of the top 5 *state* industry sectors:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced Manufacturing** | **Business &****IT Services** | **Healthcare** | **Construction****& Trades** | **Transportation, Distribution****& Logistics** |
|  |  |  |  |  |

Community partner(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Board resolution(s) from each participating district attached: **YES** \_\_\_ **NO** \_\_\_

Signed Assurances Form: **YES** \_\_\_ **NO** \_\_\_

Acknowledged inclusion of dual credit opportunities in planning: **YES** \_\_\_ **NO** \_\_\_

***\*Application must meet formatting and content requirements outlined in RFA. Applications not meeting these requirements will be deemed non-responsive.***

###### KENTUCKY DEPARTMENT OF EDUCATION

**Assurances Form**

If application is funded, cohort assures work within the NSFY Timelines and Deliverables will be met:

**NSFY Timelines and Deliverables**

|  |  |
| --- | --- |
| **DATE** | **DELIVERABLE** |
| August 15, 2019 | Each cohort has attended informational session provided by KDE. Attendees should include school district superintendent, finance officer, high school principal and guidance counselor(s), postsecondary partners and business and industry steering committee members.An informational session will be held in July 2019 (date and location to be announced at a later time).Each participating district signs list of assurances. |
| August 30, 2019 - *25% of funds distributed to districts after attending informational session* |
| September 2019 | Each cohort submits timeline, meeting dates, professional learning plan and objectives for planning year. Template will be provided by KDE. |
| October 2019 - March 2020  | Each cohort participates in professional learning activities needed for implementation. This includes traveling to model career academies. |
| December 2019 | Provide a detailed program of studies for each area of study being offered by regional academy (grades 9-16) that identify dual credit courses, high school graduation requirements and career and technical education coursework. Should also identify dual credit coursework and certifications obtained throughout the path.Describe how this plan will increase the number of students who have access to CTE programs of study that lead to high-demand industry sector occupations.Provide projected increases in dual credit, work-based learning and certifications. |
| March 2020 | Provide a description of instructors, support staff and administrators that will create the regional career academy. Identify each person, their role and how they impact the career pathway(s) being offered at the academy. |
| April 2020 - Remaining funds distributed | Each cohort submits inter-local agreements and academy budgets for 1st year of implementation for review by KDE. |

**Fiscal Agent Signature and Title Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**KENTUCKY DEPARTMENT OF EDUCATION**

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###### KENTUCKY DEPARTMENT OF EDUCATION

**Grant Narrative**

**Formatting Requirements:**

Complete the application narrative using the template provided below. The narrative should be organized according to following order and should use the specified format:

* Double-spaced
* Letter size (8 1/2 by 11) settings
* Arial or similar 12-point font (NO narrow or condensed versions)
* 1.0-inch side margins and .5-inch top/bottom margins for narrative portions
* 15-page maximum for the narrative; pages exceeding limit will not be reviewed
* Number pages consecutively starting with first page of narrative as Page 1
* Do not number application Cover Page, Table of Contents, Assurances, Detailed Budget Form, District/Board Resolutions and Letters of Commitment; these do not count as part of 15-page maximum
* Texts within charts and graphs may be 10-point Arial or similar font and single spaced
* Bullets may be single-spaced and should be 12-point Arial or similar font

***Failure to follow the formatting requirements may deem your application non-responsive***

**Part 1: Employer-Driven Process** (This section should demonstrate employer engagement in the high-demand, high-wage sectors).

This section should:

* Describe how this is an employer-driven initiative
* Identify at least two industry partners from at least one of the top industry sectors, relevant to the regional career academy
* Describe the role of each industry partner
* Explain how employers will be used to validate labor market information during the planning phase
* Provide letters of commitment from employers to serve on the Planning Team for the regional career academy that outline how employers will lead the work of the academy (included as addenda)

**Part 2: Support.** (This section shows the level of support from shareholders.)

This section should:

* Identify and explain how each school district will be involved in planning the regional career academy
* Identify and explain how each postsecondary partner will be involved in planning the regional career academy
* Identify and explain how each community partner will be involved in planning the regional career academy
* Identify the state operated area technical center(s) and/or locally operated technical center(s) and explain how they will be involved in planning the regional career academy
* Provide a detailed explanation of how the team plans to increase access to high-quality/high demand career pathways
* Provide letters of commitment from each partner to serve on the Planning Team for the regional career academy that outline how each will be involved the work of the academy (included as addenda)

**Part 3: Program of Studies and Career Pathway Options.** (This section should describe the process of how high demand career pathways (grades 9-16) will be created or revamped.)

This section should:

* Explain the process of how your Academy Steering Committee will provide guidance and oversight to the Regional Career Academy upon receipt of grant funds
* Explain the process of how your Program Advisory Committees will advise program development to determine and develop appropriate career pathway options for students
* Explain the role postsecondary will play in evaluating current career pathway offerings
* Explain the role postsecondary will play in determining new career pathway offerings
* Explain the process of how you will work with employers to evaluate progress and meet local market needs using labor market information (LMI)

**Part 4: Regional Career Academy.** (This section should describe the plan for all day academies.)

This section should:

* Describe how you plan to transition your participating ATC/CTC into an all-day regional career academy
* Describe how this will transform the high school experience from your current model/delivery system to provide additional opportunities for students
* Provide your supply and demand data to illustrate your area’s needs and discuss how transitioning to a regional career academy could be utilized to address those needs by specifying improvement goals
* Describe any barriers to creating and maintaining a regional career academy that you have discussed, and how you plan to address those barriers during the planning phase
* Provide district resolutions approved by local boards of education.
* Identify each member of the Academic Steering Committee, who they represent, and their role in the planning process, ensuring that the committee’s make-up meets the definition provided within the glossary.
* Describe your team’s initial efforts surrounding internal needs assessments and regional asset mapping.
* Describe how academic credits will be a part of the all-day academy experience.
* Describe how the academy will be sustained through current and future funding resources.
* Describe how high-quality college and career advising will be integrated into the academy and provided to each student enrolled.

**Part 5: Budget (Complete the following Detailed Budget & Narrative Form).** (This section should list all expected expenditures and why those have been chosen.)

**New Skills for Youth Grant Cohort III**

**Detailed Budget & Narrative Form**

**2019-2020**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Applicant**

**Instructions**: Use this form to provide a detailed, itemized explanation of expenditures for the New Skills for Youth Grant Cohort I. Successful approval of budget is pending further review by the Kentucky Department of Education.

|  |  |
| --- | --- |
| **Cost Category** | **Grant Amount****(NSFY funds)** |
| Team Planning Lead Salary/Fringe**\*** |  |
| Travel (visit Career Academies**\*\***, planning meetings, professional learning, other) |  |
| Marketing/Communication |  |
| Fees-associated with development of regional career academy plan |  |
| Expenses specific to the planning grant (provide detailed explanation) |  |
| **GRAND TOTAL** |  |

**\*Up to $30,000 for Team Planning Lead Salary/Fringe**

**\*\*Up to $10,000 for visits to Career Academies**

**NOTE:**

**Examples of an Allowable Use of Funds are**

* Salary of Team Planning Lead
* Travel-planning meetings, professional learning, other related travel expenses
* Related marketing/communication expenses
* Fees- legal or other fees specific to the development of regional career academy plan
* Expenses specific to the planning grant

**Examples of an Unallowable Use of Funds are**

* Writing the application
* Equipment purchases such as smart boards, computers, and printers
* Capital improvements
* Entertainment or alcohol

***Additionally, NSFY grant funds cannot be used to supplant funds***

###### KENTUCKY DEPARTMENT OF EDUCATION

**Board Resolutions**

***A RESOLUTION***

***OF THE***

***\_\_\_\_\_\_\_\_\_COUNTY/INDEPENDENT BOARD OF EDUCATION***

**WHEREAS**, the Board of Education of the \_\_\_\_\_\_\_ County Schools has the desire for all our students to be globally competitive; and,

**WHEREAS**, we recognize each student has unique skills, aspirations, capacities, and dreams and we believe learning must be personalized to meet individual needs; and,

**WHEREAS**, we believe together we can provide students in our district more opportunities to succeed in life;

**WHEREAS**, we commit to provide a broader continuum of learning options to facilitate ALL our students becoming College and Career Ready upon graduation; and,

 **WHEREAS**, we commit to set high expectations for ALL students; and,

**WHEREAS**, we commit to provide ALL students with choices on how and where they will learn; and,

**WHEREAS**, we commit to foster a greater college-going, work-ready culture throughout our region; and,

**WHEREAS**, we commit to work to drive gains in ALL students’ academic knowledge and preparation for life beyond high school graduation; and,

**WHEREAS**, we commit to provide students with enhanced opportunities to earn college credits while in high school to make pursuit of postsecondary education more affordable and attainable for them; and,

**WHEREAS**, we commit to align our educational programs with the workforce needs and industry standards of our regional employers to support economic development and job growth in the region; and,

**WHEREAS**, we commit to providing our students with the skills necessary to be employable and competitive in the workplace; and,

**WHEREAS**, we commit to making learning more relevant to our students to reduce the number of students who drop out or fall behind; and,

**WHEREAS,** we commit to expand our students’ knowledge of specific career options, exposure to the world of work, and understanding of relevant work certifications and postsecondary studies; and,

**WHEREAS**, we commit to engage with partners in our community to facilitate the provision of adequate opportunities for our graduates to live, work, and contribute to the future growth and prosperity of our community and Commonwealth; therefore,

**BE IT HEREBY RESOLVED THAT,** the Board of Education of the \_\_\_\_\_\_ County/Independent Schools resolves to:

1. Cooperate toward the planning of a Regional Career Academy that expands career pathways studies available to students in our school districts; and,
2. Explore ways to align and develop educational programs in our schools to provide rigorous and connected learning opportunities from which students may choose; and,
3. Explore and plan how to create and participate in a Regional Career Academy in collaboration with the Kentucky Department of Education with funds provided by the New Skills for Youth Grant,
4. Work to build partnerships with regional business and industry partners, postsecondary representatives, economic developers, regional Workforce Investment Boards, other school districts, and representatives of our parents and students; and,
5. Ensure New Skills for Youth planning grant funds are used in strict compliance with the terms of the grant.

ENTERED INTO ON THIS DAY ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, by:

###### KENTUCKY DEPARTMENT OF EDUCATION

**Letters of Commitment**

**(EXAMPLE)**

## **Statement of Purpose**

The Kentucky New Skills for Youth (NSFY) Initiative incentivizes the opportunity for local districts to transition state operated area technical centers and locally operated technical centers into regional academies—through the collaboration of two or more school districts, a postsecondary partner, a community partner, and employer engagement—to transform the delivery of career and technical education in Kentucky by exposing students to dual credit opportunities, allowing students to earn industry recognized credentials, providing students Work-Based Learning (WBL) experiences, and including pathways leading to the top 5 industry sectors.

This **Letter of Commitment (LOC)** establishes a partnership between the School District and Company/Organization/Institution for the 2019-20 school year.

## **Mutual Commitments**

By signing this LOC, partners indicate a commitment to the work of NSFY by serving on the Planning Team for the development of a Regional Career Academy. Additional involvement may include the following:

1. Providing guidance and oversight to the regional career academy upon receipt of grant funds.
2. Providing meaningful insight into career fields needed by the region, as defined by data, and job opportunities for students.
3. Advising on program development based on the employment needs of the community, state, regional, national and international marketplace as a part of the regional career academy’s Program Advisory Committee.
4. Providing dual or articulated credit opportunities as well as diplomas, certificates, certifications, occupational licensing and other benefits to students.
5. Assisting in the convening of key shareholders.

## **Contact information**

School District

Superintendent or Designee

Contact Information (including email address)

Company/Organization/Institution

Designated Point of Contact (name & title)

Contact Information (including email address)

1. **Agreement**

The parties agree to the principles and commitments described above and agree to work together in good faith to advance the same. This agreement is effective for the 2019-20 year with the intent that this work will be sustained and scaled over the longer term. It is mutually understood that this agreement in no way restricts either party from participating in similar activities with other organizations.

Amendments to these commitments may be made at any time by agreement of the parties, who may terminate the agreement through written notice.

## **Required Signatories**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participating District, Superintendent/Designee Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Partnering Organization, Designated Point of Contact Date

**NSFY Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Point Range** | **Excellent – Very Good** | **Good - Fair** | **Poor - Inadequate** |
| **1) Employer Driven Process** | **0 – 30** | Detailed explanation of how employers will be driving this initiative.Detailed explanation of each industry partner’s role in the planning. Detailed explanation of how industry partners will be used in the validation process of labor market information. Letters of commitment from at least two employers, in each industry sector related to the academy, to serve on the planning team that outline how they will lead the work and how they will continually be involved in the academy.**Points: 30 – 21** | Limited or unclear explanation of how employers will be driving this initiative.Limited or unclear explanation of each industry partner’s role in the planning. Limited or unclear explanation of how industry partners will be used in the validation process of labor market information.Letters of commitment from at least two employers, in each industry sector related to the academy, to serve on the planning team that outline how they will lead the work are included.**Points: 20 – 11** | No explanation of how employers will be driving this initiative.Limited to no explanation of each industry partner’s role in the planning.No explanation of how industry partners will be used in the validation process of labor market information.Letters of commitment from at least two employers, in one industry sector related to the academy, to serve on the planning team are provided. **Points: 10 – 0** |
| **2) Support** | **0 – 20** | School districts, postsecondary partners, community partners and state operated area technical centers and/or locally operated centers are clearly identified. Detailed information on the involvement of **each** partner in the planning process. Strong evidence the planning team is focused on increased access to pathways for students.Letters of commitment from each partner to serve on the planning team are provided and the letters outline how they will be involved in the work, including how they will continually be involved in the academy.**Points: 20 – 14**  | School districts, postsecondary partners, community partners and state operated area technical centers and/or locally operated centers are clearly identified. Lacks specificity on the involvement of **each** partner in the planning process or fails to address all identified partners. Some evidence the planning team will focus on increased access to pathways for students.Letters of commitment from each partner to serve on the planning team are provided and the letters outline how they will be involved in the work.**Points: 13 – 7** | School districts, postsecondary partners, community partners and state operated area technical centers and/or locally operated centers are not clearly identified. No explanation on the involvement of **each** partner in the planning process or fails to address all identified partners. No evidence of ways to increase access to pathways for students.Letters of commitment from some partners to serve on the planning team are provided.**Points: 6 – 0** |
| **3) Program of Studies and Career Pathway Options** | **0 – 10** | Detailed explanation of how Academy Steering Committee will provide guidance/oversight to academy on career pathway options.Detailed explanation of how Program Advisory Committees will determine/develop appropriate career pathway options.Detailed explanation of postsecondary partner’s role in evaluating current pathway offerings and determining new career pathway offerings.Detailed explanation of the process of working with employers to evaluate progress and meet local needs per LMI.**Points: 10 – 7** | Limited explanation of how Academy Steering Committee will provide guidance/oversight to academy on career pathway options.Limited explanation of how Program Advisory Committees will determine/develop appropriate career pathway options.Limited explanation of postsecondary partner’s role in evaluating current pathway offerings and determining new career pathway offerings.Limited explanation of the process of working with employers to evaluate progress and meet local needs per LMI.**Points: 6 – 4** | No explanation of how Academy Steering Committee will provide guidance/oversight to academy on career pathway options.No explanation of how Program Advisory Committees will determine/develop appropriate career pathway options.No explanation of postsecondary partner’s role in evaluating current pathway offerings and determining new career pathway offerings.No explanation of the process of working with employers to evaluate progress and meet local needs per LMI.**Points: 3 – 0** |
| **4) Regional Career Academy** | **0 – 30** | Detailed explanation of how the ATC/CTC will be transitioned into all-day regional career academy.Detailed explanation of how a regional career academy will transform the high school experience to provide additional opportunities for students.Supply and demand data illustrating need and improvement goals provided, along with narrative of how transitioning to a regional career academy could address those needs.Clearly identified barriers to creating and maintaining a regional career academy and detailed explanation of how those barriers will be addressed during the planning phase. Board Resolution from each district provided.List provided meets the definition provided and identifies Academy Steering Committee members, including name, association, title, and role in the planning process.Clear, proactive and thorough needs assessment and asset mapping activities have been completed prior to the application.A thorough plan is described for how academic credits will be offered as part of the all-day academy that meets the needs of the prioritized pathways.A detailed plan is presented for the sustainability of funding to support the regional academy beyond the planning year, which includes shared ownership among all partnering districts and schools.A comprehensive advising program has been presented to ensure that all students enrolled in the academy have access to high-quality college and career coaching and support.**Points: 30 – 21** | Limited explanation of how the ATC/CTC will be transitioned into all-day regional career academy.Limited explanation of how a regional career academy will transform the high school experience to provide additional opportunities for students.Limited supply and demand data illustrating need and improvement goals provided, and/or limited narrative of how transitioning to a regional career academy could address those needs.Limited explanation of barriers and how those will be addressed during the planning phase. Board Resolution from each district provided.List provided identifying Academy Steering Committee members, including name, association, title, and role in the planning process.There is some evidence that the team has begun needs assessment and asset mapping activities; however, it is not evident that this information is being used to drive decisions surrounding the academy.A limited explanation is provided for how academic credits will be offered in the all-day academy.Limited information is provided for the funding required to sustain the academy beyond the planning year.Limited elements of a college/career advising plan are presented and it is unclear how each student will benefit from the support services.**Points: 20 – 11** | No explanation of how the ATC/CTC will be transitioned into all-day regional career academy.No explanation of how a regional career academy will transform the high school experience to provide additional opportunities for students.No supply and demand data illustrating need and improvement goals provided, and/or no narrative of how transitioning to a regional career academy could address those needs.No explanation of barriers and how those will be addressed during the planning phase. Board Resolution from each district provided.List provided identifying Academy Steering Committee members, including name, association, title, and role in the planning process.No evidence that the team has completed a needs assessment or completed any asset mapping activities for the academy.There is no evidence or plan presented that supports the inclusion of academic credits into the all-day academy.Sustainability funding is not addressed.No evidence of a college/career advising plan is presented.**Points: 10 – 0** |
| **5) Budget (Detailed Budget Form with Narrative)** | **0 – 10** | A detailed budget provides description and justification for use of funds. **Points: 10 – 7**  | A general budget with little description or justification for use of funds. **Points: 6 – 4**  | Budget lacks clarity and specificity of and justification for use of funds.Budgeted items do not align to the approved use of funds.**Points: 3 – 0**  |