

**TO: GOVERNOR'S WORKFORCE CABINET**  
**FROM: GOVERNOR'S WORKFORCE CABINET STAFF**  
**RE: LOCAL CAREER COACHING GRANT CRITERIA**

## **Introduction**

The Governor's Workforce Cabinet (GWC) recognized the great work that many schools across the state are doing when they recommended to the Governor and the legislature to provide local grants to a group consisting of employers, educators, and community leaders, rather than try to create a top-down approach to be applied throughout the state. At the first meeting of the Local Career Coaching Taskforce (Taskforce), there was general consensus that the approach needed to be local in nature, and that the state needed to set some broad criteria in determining who was eligible to apply for a grant. Based upon subsequent meetings of the Taskforce, please find below an overview of the goals of the grant, as well as draft eligibility criteria and minimum activities that must be included in the grant.

## **Goal**

The goal of the Local Career Coaching grant is to provide an opportunity for schools (K-12 and postsecondary), employers, and community-based organizations to partner together to create a sustainable system for the delivery of local, state, and national career information; the educational attainment levels needed for those careers; and, provide students and adults with an opportunity to participate in experiential learning throughout their education and training to make well-informed decisions as to how best to move toward a path of economic prosperity. These guiding principles outlined by the Career Coaching Action Team, and approved by the GWC in October, can help provide a roadmap to what success of the grant will look like:

1. Students must be **engaged and understand at an earlier age** the value of their education and how it is relevant to their futures;
2. Students must **graduate ready** for postsecondary education, to pursue meaningful training and employment in a field of their choice, or with skills to go directly into a quality job;
3. **Parents/Guardians must play a central role** in their child's postsecondary goals, and resources must be available to them;
4. **Employers must be engaged, active partners in this navigation system;**
5. **Teachers, counselors, and administrators are essential to the success** of the navigation system and their capacity and access to resources must be considered;
6. Working age adults must **be connected to education and career training that is aligned to industry needs** and leads directly to employment;
7. Postsecondary institutions and training providers must **emphasize career outcomes** for students;

8. The career navigation system **must be sustainable, fiscally responsible, and utilize existing resources**;
9. Cross-sector system integration, including K-12, postsecondary, workforce development, economic development, employers, and community-based organizations.

The ultimate goal of a sustained career coaching model is to increase the postsecondary (industry recognized credential, technical certificate, associates, bachelor's degrees and beyond) attainment rates, number of high-wage/high-demand jobs filled, and the average annual wages of the communities that apply.

### **Eligibility**

There is a desire to see these grants reach those that could use assistance in getting new initiatives off the ground; not simply providing additional funding to sustain current solutions. The intention of this grant is to help communities lay the foundation for **sustainable solutions** that do not require funding in perpetuity to be successful. The intention of this grant is not to fund staffing to provide career coaching, but for local communities to connect various aspects of the system in ways that they have not previously.

In order to be eligible for a Local Career Coaching grant from the Governor's Workforce Cabinet a community must meet most of the following criteria:

1. Postsecondary attainment rate below the state average of 43%;
2. Postsecondary enrollment rate below the state's goal of 60%;
3. Graduation rate in the bottom 75<sup>th</sup> percentile;
4. Unemployment rate higher than the state average of 3.5%;
5. Average wage less than the state average of ; and
6. Diploma or High School Equivalency attainment below the state average of 88%.

### **Eligible Entity**

As outlined in HB 1002, an eligible entity refers to a group of employers, educators, and community leaders. In order to allow for greater cross-sector collaboration within a local community, an eligible entity must have written agreements in place that clearly define roles and responsibilities for employers, K-12 and postsecondary educators, and community leaders. An administrative cap of

### **Expectations**

Communities across the state have recognized the importance of career coaching to an individual's postsecondary success, and are developing innovative strategies to deliver appropriate information to **students and adults**. Through these type of experiences, individual

have the opportunity to determine the career path that is best suited to their interests and aptitude. The following set of expectations are minimal requirements for a grant applicant.

### **1. Partnerships**

An applicant must have engagement from both K-12 and postsecondary institutions within and around a local community, as well as engagement from employers, local government in a capacity such as economic development or workforce board, and community-based organizations. A Memorandum of Understanding must outline the commitment and level of engagement from each entity.

### **2. Activities**

There are any number of activities that a grant applicant may outline across the population to be served by the grant. A comprehensive community-wide approach that encompasses kindergarten through adult career coaching strategies may include, but are not limited to, the activities outlined in the “[Career Navigation and Coaching Report](#)” submitted by the Governor’s Workforce Cabinet to the Governor and legislature in October 2018. There can be nuances to the student and adult student system but they must work cohesively. Those activities include:

**Engage:** For grades K-5, in order to focus on engaging students *earlier* in their learning to connect education and careers/jobs, the recommended items for the menu are:

- Research a career/job each year;
- Model a career for a class presentation each year;
- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards;
- Teacher led ‘What is a Job (& its purpose)’ lessons to students each year;
- Establishment of a parent participation event through Career Day/Night in grade 5;
- Assignment of each student to a classroom job which utilizes employability skills each year; and/or
- Teaching project-based learning each year

**Explore:** Students need a personal connection and the ability to *explore* a future that fits their skills. Without this connection students may disengage or worse, stop trying. The menu for grades 6-8 includes:

- Create a graduation plan that will be saved electronically and can be revisited at any point through graduation and beyond but will be reviewed each year (*this graduation plan will be discussed in further detail later in the report*);
- Parent/guardian review of a student’s plan;
- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards;
- Student completion of and teacher use of a career exploration tool (*this tool will be discussed in further detail later in the report*);

- Scheduled visits to employers in at least each key economic sector each year;
- Hands-on, engaged/interactive industry experiences (ex: JA job spark) grade 8;
- Teacher participation in teacher externships to integrate knowledge in to classroom; and/or
- Employer participation in mentoring students in mentor program each year

**Experience:** Students expand the depth of their *knowledge and skills gained through experiences* before transitioning to postsecondary or a career in grades 9-12. A menu for 9-12 includes:

- Enrollment in a revamped college and careers course with self-efficacy components or an introductory career and technical education course grade 9/10. (*explained in more detail further in the report*);
- Transitions Course that includes financial literacy grade 11/12 (*explained in more detail further in the report*);
- Student participation in a career day where they present their career and provide supporting materials including resumes and receive real feedback on their career and skills from local employers and community leaders to allow students to hear their strengths & their areas of growth/improvement in a personal way grade 10;
- Schools intentionally drive towards Dual Credit/Enrollment Courses for postsecondary credit and Career and Technical Education training embedded with certificates or degrees with local postsecondary partners;
- Participation in Work-based, Service-based or Project-based Learning determined within a graduation pathway;
- Demonstration of Employability Skills Standards, developed by Department of Education in conjunction with the Department of Workforce Development and the employability skills standards committee each year as described in the standards;
- Mentorship programs with business and community leaders to give students unique insight on different experience, including the utilization of electronic tools for sign-up based on student's interests each year;
- Teacher and Counselor participation in externships and the translation of those experiences into lesson planning each year;
- Student participation in internship opportunities grades 11 and 12;
- Student participation in Apprenticeship/Earn and Learn opportunities each year; and/or
- Summer learning camps and student participation in summer bridge programs and related experiences that prepare recent high school graduates to transition successfully after high school to the postsecondary pathway the student chooses. grades 11 and 12

### **Adult Solutions**

A direct tie to the Governor's Career Coaching Corps and/or other existing statewide resources and networks, such as local workforce development boards, the workforce ready grant program, etc. must be present in any application.

### **3. Local Match**

A local match of 25% is required. This match must come from multiple entities that are a part of the grant application, but it is not required that all entities provide a cash match. Up to 10% of the matching funds may come from in-kind contributions. Additionally, there will be a cap of 5% on the amount of funding that can be used for the administration of the grant.

### **4. Integration with other Priorities**

Each applicant must clearly outline how the new graduation pathways will be incorporated into the applicant's plans to implement their career coaching model. Additionally, new legislation outlined in HB 1002 that requires career navigation be built into the school improvement plan needs to align with the career coaching model outlined in the grant application.

Linkage to other statewide initiatives such as: [The Governor's Career Coaching Corps](#), Skillful's Career Coaching Community of Practice, the Commission for Higher Education's postsecondary outreach coordinators, College Success Coalitions, local workforce development boards, the State's Office of Work-based Learning and Apprenticeship, and [21<sup>st</sup> Century Talent Regions](#), among others, will be given additional consideration through the review process.

### **5. Sustainability**

Solutions proposed must include a sustainability plan. Local Career Coaching grants must be seen as limited in nature. As such, each grant applicant shall provide a plan that demonstrates how to leverage community resources to keep the career coaching model viable once the initial grant funding is expended.

### **6. Collaboration**

Each grantee must have a willingness to share their solution with other communities, and commit to providing technical assistance in the future to others that may need help and support to create their own sustainable solutions. This support may be provided in a number of different ways and does not necessitate a time requirement.

### **7. Data collection, reporting, and outcome metrics**

Keeping in mind that the goal of the Local Career Coaching Model is to provide students and adults with the tools they need to make well-informed decisions in regard to their education and training that will allow them to move toward a path of economic prosperity and be placed into a job, it is vital to focus on a variety of outcomes. Those outcomes include; graduation rates, postsecondary enrollment, postsecondary completion, wage gains, and job placement rates, among other outcomes. These will be monitored throughout and beyond the life cycle of the grant, and there must be a commitment from the grantee to provide any data that the state otherwise does not already collect in order to monitor community outcomes.

## 8. Grant Type

To meet communities where they are, there will be two types of grants for which eligible entities can apply.

- a. **Planning grants:** These grants will be available to allow communities time to come together to strategically map out the resources that are already available locally that may be leveraged to bring people together and provide sustainability to the community's career coaching strategy. These grants will last for up to one (1) year, and technical assistance will be provided by the state to help communities better understand what may already be available from the state at a local level.
- b. **Implementations grants:** Some communities may be planning or integrating systems already, but need a bit of additional funding to realize the strategies they have already identified to address career coaching in a holistic way across systems. For those communities, implementation of grants of up to three (3) years will be available. Technical assistance may be provided by the state to help communities better understand resources that may already be available from the state.

## 9. Innovation

Innovative strategies that reduce the burden placed upon the education system to provide comprehensive career coaching will be given priority. Recognition that informing students and adult about the careers available and the education needed to obtain those careers is a community-wide issue and deserves community wide solutions is necessary. An ability to connect career coaching efforts back to the education and workforce system must be clearly articulated.

## 10. Employment Projections

Each eligible entity needs to be aware of the employment projections at a local, state, and national level. Demonstration of how employment needs impacts the type of career coaching provided to individuals across each entry point of the education and workforce system.