Teacher in the Workplace

Request for Application
and
Notice of Grant Availability

October 23, 2019

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Introduction to Teacher in the Workplace

The Pennsylvania Department of Education (PDE) and the Pennsylvania Department of Labor & Industry (L&I) seek applications from local education agencies (LEAs) and Local Workforce Development Boards (LWDBs) to implement Teacher in the Workplace programs that connect the classroom to the workplace for K-12 educators across Pennsylvania.

The goal of the Teacher in the Workplace grant is three pronged:

1. to increase career and work-based learning experiences for learners to prepare them for postsecondary success;
2. to meet the workforce needs of employers in the state; and
3. to build sustainable business partnerships for continual systemic alignment.

Strategies include increasing educator awareness of workforce needs, aligning classroom content to address those needs, and building industry partnerships to advance career pathways.

This year, $2.5 million in federal funding through the Workforce Innovation and Opportunity Act (WIOA) will be matched by $2.5 million in federal funding through Title II, Part A, Every Student Succeeds Act (ESSA) to help all students to have the information and tools needed to gain awareness of college and career pathways to make informed decisions regarding their postsecondary future.[1] This creates an unprecedented total of $5 million available to expand the number of educators provided with workplace learning experiences in emerging industries, multiple career clusters, and regional high demand occupations. These experiences allow educators to align program content to workforce needs to prepare learners to meet the current and projected demands of a global, knowledge-based 21st-century economy.

Two Distinct Grant Opportunities

Stakeholders may be able to apply to either or both of two distinct grant opportunities: **Targeted Grants** and **Advancing Grants**.

Targeted Grants (led by PDE) are structured to meet the needs of LEAs and their schools that have not participated in TIW professional development experiences and/or have limited career readiness experiences available to educators and students.

- Eligible entities are LEAs (school districts, career and technical centers, intermediate units, charter schools, and cyber charter schools), in partnership with LWDBs and businesses.
- Applicants may receive grants of up to $25,000 to allow LEAs to build stakeholder relationships to provide equitable opportunities for career readiness and work-based learning experiences for learners.
- The grant performance period begins December 15, 2019 and ends August 31, 2020 (9 months).

The Request for Application (RFA) that follows in Part I of this document outlines the requirements necessary to obtain Teacher in the Workplace Targeted Grant funds.

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[1] Pennsylvania ESSA Consolidated State Plan

Advancing Grants (led by the PA Department of Labor and Industry, L&I) promote sustained business partnerships with educators and transform instruction for students through systemic changes in programs of study.

- Eligible entities are LWDBs, in partnership with LEAs and business.
- Grant amounts of up to $50,000 for a project that does not partner with an under-served or disadvantaged school/district and up to $125,000 for schools and districts that manage a project and partner with an under-served or disadvantaged school/district to provide them with all the advantages of the project
- 3/1/20 – 6/30/21 Grant Period (16 months)

Please see the Notice of Grant Availability (NGA) in Part II of this document for how to apply for this innovative opportunity.

The same entity may be signed on to both a Targeted Grant and an Advancing Grant under certain circumstances. For example, an LEA may apply for a Targeted Grant because it proposes to initiate Teacher in the Workplace experiences at several new schools within its district that have not previously participated in the Teacher in the Workplace Grants. That same LEA may have already established a strong foundation for career-readiness education at its high school and may have connected to some extent with community business partners, and therefore may be a partner in its Local Workforce Development Board's application for an Advancing Grant.

Part I

Teacher in the Workplace
Targeted Grants

Request for Application

October 23, 2019

Proposals due by Wednesday, November 20, 2019 at 11:59 p.m. Eastern Time

Table of Contents: Targeted Grants

Award Overview

A. Eligible Applicants: Any LEA (school district, career and technology center, charter school, cyber charter school, intermediate unit) in Pennsylvania may apply for a Targeted Grant.

B. Application Deadline: 11:59PM EST on Wednesday, November 20, 2019

C. Estimated Funding: $2,500,000

D. Individual Award Amount: Maximum $25,000 per grantee

E. Grant Period: The grant performance period begins December 15, 2019 and ends August 31, 2020.

Background

Through the Teacher in the Workplace Targeted Grant program, eligible entities can apply for funding to provide students with access to quality, relevant, and equitable career readiness experiences during the 2019-2020 school year.

Priority will be given to proposed initiatives that:

- **Align activities to local workforce needs** by identifying partnerships with businesses that offer high-demand occupations or are in a high-demand industry;

- **Expand access** to teachers of historically underserved and economically disadvantaged students who have lacked access to career readiness activities, workplace visits, or opportunities to participate in authentic work-based learning experiences. Strong proposals may target partnerships with businesses in which the participating educators' students are underrepresented. For example, a proposal may plan to connect teachers who primarily educate students of color with trades in which people of color have historically faced barriers to joining. Strong proposals may also target the participation of educators who primarily serve students who face additional barriers to obtaining and excelling in careers, such as students with disabilities. Strong proposals may also focus on schools that face geographic barriers to workplace access;

- **Plan** to use the funds in a manner that follow the SMART goal: specific, measurable, achievable, relevant, and time-bound. The best proposals will demonstrate a concrete plan that will take place during the grant period, with a vision for how those activities will lay a foundation for future progress;

- **Report** deliverables in an action plan that demonstrates cross-curricular alignment to workforce needs *beyond a change to lesson plans.* The action plan lists specific outcomes, which may include creating work-based and/or career exploration experiences for students; and

- **Participate** in TIW training (Act 48 credit, approximately 12 hours) through PDE Career Readiness State Training**.**

Application and Submission Information

Targeted Grants are meant for K-12 educators who have not participated in a TIW professional development experience and/or work in schools with limited career readiness experiences available for students, and who want to integrate work-based learning curriculum into their programs of study.

Only one application for the Targeted Grant will be accepted from each LEA. The application may and is highly recommended to include educators from more than one school within the LEA. Targeted Grants are meant to be accessible to LEAs without the need of a grant writer. (Note that an LEA may apply for both a Targeted Grant and an Advancing Grant under certain circumstances, described in more detail in Part II.)

Eligible Applicants

Any LEA (school district, career and technology center, charter school, cyber charter school, or intermediate unit) in Pennsylvania is eligible to apply for a Targeted Grant.

Only one application will be accepted from each LEA. The application may include educators from more than one school within the LEA.

Application Deadline

TIW Targeted Grant applications must be submitted no later than 11:59PM on Wednesday, November 20, 2019.

Application Materials

Applicants will apply using the PDE eGrants system.

Application Review and Criteria

Successful applicants will be selected based on the evaluation process described below. Applications that do not include all the required information as stated on the application will not be considered. All qualifying applications will be reviewed and scored.

Proposals will be scored based on the following criteria:

1. Goals and Objectives – Goals and objectives of the program are clearly stated and align to the goals of the Governor's PAsmart initiative and Teacher in the Workplace program.

2. Proposal Narrative – The proposal includes a detailed description of the program(s) to be implemented and activities to be conducted to support the implementation of the program(s).

3. Budget – Budget information is accurate and itemized using the eGrant guidelines.

4. Deliverables – Deliverables are stated in measurable terms including baseline information and expected improvement; there is a clear plan for assessing the impact of the program being funded.

Priority consideration will be given to applicants who:
- Align to one or more of the Governor's PAsmart goals;
- Increase access for underrepresented educators and students;
- Demonstrate the highest need, based on data provided by the applicant. Data may include, but is not limited to, school and community data (e.g., economically

disadvantaged students, student enrollment, school and regional demographics) and regional labor market information;

- Apply as first-time applicants; and
- Develop a sustainable action plan to align classroom content to workforce needs and increase career readiness and work-based learning experiences for students.

Eligible Funding and Expenses

Fiscal Agent
The LEA applying for this grant will serve as the fiscal agent for the grant. The fiscal agent will receive, manage, and disburse grant funds. Fiscal agents may use funds to pay partners in a consortium for their services.

Funding
The maximum award amount is $25,000. Funding is not guaranteed to any applicant.

Eligible Expenses
Targeted Grant funds must be used to provide an educator with workplace professional development and must create or expand career readiness opportunities with industry partners to students enrolled in the LEA.

Due to the limited funding, only items and activities directly related to eligible programs and activities covered by this Request for Application (RFA) will be considered for funding. All budgets will be reviewed to evaluate appropriateness and connection to proposed grant activities (e.g., teacher stipends, mileage, parent engagement) and goals.

Applicants are strongly encouraged to build upon existing resources, including the use of existing staff, facilities and equipment to support the proposal. Allowable costs will fall into costs directly associated with collaboration, planning, and implementation of the career readiness experience(s). All costs must be direct costs. Administrative costs are permitted so long as they do not exceed 10 percent of the total grant award.

Program Examples

Activities that can be supported by Teacher in the Workplace funds include, but are not limited to, the following:

- Work-based internship experiences that connect to classroom content;

- Partnerships with workforce and economic development organizations, public libraries, non-profit organizations, postsecondary institutions, etc., to build local capacity to provide career readiness experiences and opportunities, particularly for underserved and underrepresented students;

- Career or work-based learning outcomes for students that include exploration activities, dual enrollment, industry-recognized credentials or certificates, work-based learning, registered pre-apprenticeships, and registered apprenticeships; and

- Programs that expand access to career readiness activities for students with exceptionalities, students in high poverty LEAs, female students, African American students, Latino students, and Native American students; and

- Teacher certification that supports work-based learning opportunities for students, e.g., Cooperative Education.

All budgets will be reviewed to evaluate appropriateness and connection to proposed grant activities and goals.

Disallowable Costs

Only items and activities directly related to eligible programs and activities covered in this RFA will be funded.

Pre-award costs are incurred at the applicant's risk. The commonwealth is under no obligation to reimburse such costs if for any reason the applicant does not receive an award or if the award is made for a lesser amount than the applicant expected.

Award Administration

Grant Period

TIW Targeted Grant funds may be used for grant-related activities between December 1, 2019 and August 31, 2020.

All selected grantees will be required to sign the appropriate agreement with the Pennsylvania Department of Education. PDE reserves the right to seek repayment of funds if it is determined that funds were not utilized for the original stated and approved purpose. Applicant costs incurred outside the grant period outlined in the appropriate agreements are not the responsibility of the commonwealth.

Award Notification

Each applicant shall be notified in writing within 30 days after the decision is made of the approval or disapproval of the submitted application.

Award Administration

The commonwealth may enter into discussions with a selected applicant for any reason deemed necessary, including but not limited to: (1) the budget is not appropriate or reasonable; (2) only a portion of the application is selected for award; (3) the commonwealth needs additional or clarifying information; and/or (4) special terms and conditions are required. Failure to satisfactorily resolve the issues identified by the commonwealth within a specific period determined by the commonwealth may preclude award to the applicant.

The commonwealth reserves the right, without qualification, to reject any or all applications received in response to this announcement and to select any application, in whole or in part, as a basis for negotiation and/or award. The contracting officer is the only individual who can make awards or commit the commonwealth to the expenditure of public funds. A commitment by other than the contracting officer, either explicit or implied, is invalid.

Program Reporting and Evaluation

Grantees will be required to submit program and fiscal reports during and upon conclusion of the funded project. All required forms will be supplied by the commonwealth and outlined in the award package. All close-out final reports are to be submitted no later than September 30, 2020, or within 60 days of full award expenditure (whichever occurs first). In addition to report submissions, awardees are required to participate in routine communication with commonwealth staff, unless

otherwise determined, to identify grant progression, share best practices and receive technical support. Additional information will be provided upon award selection.

Other Information

Right to Reject or Negotiate
The commonwealth reserves the right, without qualification, to reject any or all applications received in response to this announcement and to select any application, in whole or in part, as a basis for negotiation and/or award.

Commitment of Public Funds
The contracting officer is the only individual who can make awards or commit the commonwealth to the expenditure of public funds. A commitment by other than the contracting officer, either explicit or implied, is invalid.

Technical Assistance

Questions regarding this RFA must be submitted in writing to RA-EDTIWTech@pa.gov.

Part II
Teacher in the Workplace
Advancing Grants

Notice of Grant Availability

Proposals due by Monday, December 23, 2019 at 4 p.m. Eastern Time

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Table of Contents – Advancing Grants

Introduction

The purpose of this Notice of Grant Availability (NGA) is to solicit grant applications from eligible organizations in partnership with their Local Workforce Development Board (LWDB) to develop and/or implement Teacher in the Workplace (TIW) programs that connect the classroom to the workplace for Kindergarten - Postsecondary educators across Pennsylvania (PA). Through TIW programs, teachers, counselors, and administrators, hereafter known as educators, are provided experiences interacting directly with industry and business leaders, and learning about industry trends, workforce and skill needs, and opportunities that they can bring back to the classroom to enhance instruction, student learning, and career readiness which will be measured throughout the duration of the grant.

The TIW program prioritizes business engagement that provides educators at all levels with an innovative and hands-on approach to understanding regional and local industry clusters, High Priority Occupations (HPOs) and the challenges facing PA businesses. These educators then bring back this knowledge to students – PA's future workforce – through curriculum development and other learning opportunities in schools and in out-of-school programming.

Priorities will be given to proposals that demonstrate a commitment to serve and increase access for historically under-represented and under-served students, workers, businesses, and communities. Applicants are encouraged to identify and address barriers to education and employment of the represented population. For example, applicants may include the percentage of students in the district that receive free and reduced lunch that may be impacted by the project and explain how the project may positively increase opportunities for low income individuals.

This NGA outlines the requirements necessary to obtain TIW grant funds. This NGA showcases the principles and funding priorities established under the [PASmart framework](#) in response to the issues identified during the Governor's Middle Class Task Force roundtables.

Background

The federal Workforce Innovation and Opportunity Act (WIOA) allows governors to set aside a portion of workforce funds for statewide activities including the implementation of innovative programs and strategies designed to meet the needs of all employers (including small employers) in the state. These programs and strategies include career pathway programs, utilization of effective business intermediaries, and other business services and strategies that better engage employers in workforce investment activities and make the workforce development system more relevant to the needs of state and local businesses, consistent with the objectives of WIOA.

Under the auspices of WIOA, the PA Department of Labor & Industry and the PA Department of Education are critical partners to support career readiness, skill development and degree attainment for school-aged youth and young adults participating in elementary through postsecondary education. Additionally, educators, administrators and staff across the education landscape serve as critical mentors and counselors that inform a student's career pathway.

Recognizing PA's goals outlined in the Combined WIOA State Plan, the Departments support this statewide initiative to bring together education and workforce to support career ready students that meet business workforce demands. The Departments have partnered to design this innovative opportunity to support employer needs by aligning programs of study throughout K-12 and postsecondary school systems to inform instruction for the future workforce about career pathways and job opportunities in Pennsylvania. By informing educators on the needs of local employers, the workforce development system becomes more relevant to the needs of business.

PA's workforce development strategies target education and training investments in High Priority Occupations (HPOs). HPOs are occupations that are in demand by employers, have an evolving skill need, and are most likely to provide family sustaining wages. Several highly sought after HPOs in PA include accountants, computer programmers, engineers, managers, mechanics, nursing assistants, dental hygienists, and more. In addition to an occupation focus, the workforce development system also identifies targeted industry clusters within PA that are experiencing growth and offer workforce opportunities. Exposing educators to HPOs allows PA to expand career exposure of the future workforce in a focused manner for the greatest economic impact.

Grant Information

A. **Project Sponsors:** This NGA is offered by PA utilizing Workforce Innovation and Opportunity Act (WIOA) Statewide Activity funds.

B. **Application Deadline:** Monday, December 23, 2019 at 4 p.m. Eastern Time

C. **Estimated Funding:** $2,500,000 or more. Grants will be awarded based on the availability of funds.

D. **Anticipated Award Size:** Awards sizes will be tiered according to the following criteria:
   - $50,000.00 max award for a school or district project that does not partner with an under-served or disadvantaged school/district
   - $125,000.00 max award for a school or district that manages a project and partners with an under-served or disadvantaged school/district to provide them with all the advantages of the project. This amount applies to all allowable costs for the project including costs for fiscal agent activities.

E. **Funding Reauthorizations:** L&I reserves the right to de-obligate funds for those projects that show minimal expenditure or obligation. Any funds deobligated may be reallocated to other projects awarded under this NGA.

F. **Period of Performance:** PA anticipates a performance period beginning March 1, 2020 and ending June 30, 2021.

G. Selection: The number of proposals selected for funding will be based upon the number of proposals submitted, the funding available, and how those proposals accomplish and achieve the activities outlined in Section 5 of this NGA.

H. Agreement: Funds awarded under this NGA will be attached to the current LWDB grant agreement with dates of July 1, 2018 through June 30, 2021.

Eligibility Information

A. Eligible Applicants: Eligible organizations must submit an application in partnership with the LWDB who will serve as lead applicant and fiscal agent. Eligible organizations include:
1. Local education agencies (LEAs), including school districts, charter schools, career and technical centers (CTCs), and Intermediate Units (IUs);
2. Businesses and chambers of commerce;
3. Labor organizations;
4. Postsecondary institutions;
5. Community-based organizations;
6. Public libraries;
7. Trade associations; and
8. Economic development entities.

Eligible organizations must engage the LWDB within 30 calendar days of the NGA posting date to afford enough time for proposal development and coordination. LWDBs may decline partnership with an eligible organization if the eligible organization does not engage the LWDB on the project within this timeframe.

Eligible organizations, in partnership with the LWDB, must demonstrate an ability to bring together business, education, workforce, and other community partners to achieve the overall project goals as defined by the proposal. Each eligible organization must have an Education Administrator (e.g., Superintendent, IU Executive Director, Principal, Supervisor of Special Education), who will serve as co-applicant to sustain and track progress toward education-based project goals. The applicants must demonstrate the ability to: coordinate the design of the project; develop and implement an appropriate budget; collect and report performance management measures; and coordinate and evaluate the activities of the project.

B. Fiscal Agent: Applicants are required to partner with their LWDB as the fiscal agent and lead applicant. The fiscal agent will receive, manage, and disburse grant funds. Administrative costs for fiscal agent activities must be included in the proposed budget.

C. Partnership Requirements: Local support and collaborative efforts from business, industry, education, workforce, and the community partners are essential to the success of the TIW programs. To be considered for funding, applicants must identify the partner(s) that will provide educator experiences which will include interacting directly with industry and business leaders, and learning about industry trends, needs, and opportunities that will be brought back to the classroom for the purpose of enhancing instruction, student learning, and career readiness. Partners may include:

1. LEAs, including school districts, charter schools, CTCs and IUs;
2. Businesses and chambers of commerce;
3. Labor organizations;
4. Postsecondary institutions;
5. Community-based organizations;
6. Public libraries;
7. Trade associations; and
8. Economic development entities.

Partners may provide resources, such as buildings or labs, commitments from employers, funds promised, in-kind services, free use of space and utilities, etc.

Program Components

The TIW program prioritizes business engagement that provides educators at all levels with an innovative and hands-on approach to understanding regional and local industry clusters, HPOs, and the challenges facing PA businesses. These educators then bring back this knowledge to students – PA's future workforce – through curriculum development and other learning opportunities in schools and in out-of-school programming.

- The TIW program includes the following:

  o Development of partnerships and initiatives to align business, education, and community organizations to implement TIW opportunities.
  o Work-based learning experiences for educators in one or more workplace environments. Activities meet the standards established by the PA Department of Education (PDE) for Act 48 professional development credit.[1]
  o Development of a sustainability/action plan that defines academic program alignment and integration of workforce needs and employability skills, and opportunities for increased work-based learning and career awareness for students and expands sustainable partnerships with businesses.

- Programs are recommended, though not required, to include at least 40 hours of total contact time with educators, including preparation, orientation, on-site experiences, and time to implement a sustainability/action plan and related efforts to incorporate the workplace program into the classroom.

- Typically, TIW programs occur during the summer for a period of one to two weeks. However, as with any professional development activity, the length and structure of the program should reflect local needs and opportunities (e.g., availability of positions or teacher interest). It is recommended that educators attend a pre-program orientation to cover participation expectations at the industry site as well as performance tasks required for their classrooms as a result of the program. In addition, educators should meet periodically to reflect, share observations, and discuss ideas for how to use their experiences to enrich their teaching.

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[1] See Act 48 Approved Provider Guidelines (August 2017)

Below are two examples of TIW programs. Please be aware there is no expectation that all contact time occur in one business or during a specific period of time. Applicants are encouraged to develop their own program format based on the needs of participating educators and businesses.

Example 1: A Consortium Approach to Aligning Curriculum to a Career Cluster

Educators (approximately 3-5 LEAs) partner with a corporation and build a relationship with one or more professionals related to their content area.

- Activity 1: Educators analyze county labor market data and academic standards for Career Education and Work and English and Language Arts. They make applicable curricular connections and debrief with colleagues on the school site. Colleagues consider marketing careers and technical writing.

- Activity 2: Each district visits one corporation that incorporates marketing and technical writing in multiple careers. Each educator is immersed in a department and partners with a professional. Educators debrief with colleagues on content alignment or misalignment to incorporate workforce needs for careers supported with ELA.

- Activity 3: Educators meet with the corporate partner to discuss misalignment and how classroom curriculum could be aligned (short and long-term goals) to a career in technical writing, as well as any other cross-curricular gaps (e.g., use of digital technology, office platforms, credentials). Educator and corporate partner collaborate on a sustainable action plan that includes a work-based learning opportunity or career exploration experience for students interested in marketing, technical writing or related job.

- Activity 4: Educators share findings with district administration, present "gaps" in cross-curricular department meetings and receive feedback on a short-term plan to incorporate content alignment in the classroom (for example, using sample technical writing pieces from corporate partner).

- Activity 5: Educators prepare a sustainable action plan presentation to present to corporate partners and leadership (Superintendent, Assistant Superintendent, Principal, Board member) on how the department can transform instruction and increase work-based learning opportunities for students and staff.

- Activity 6: Action—Commit to exploring another Career Cluster to continue the process throughout the following year using the same model.

Example 2: Creating Authentic Learning through Industry Partnerships

- Activity 1: Pre-Program Orientation: Educators attend a half-day orientation to discuss program expectations and develop a work plan with the employer.

- Activity 2: Externship: Educators are immersed in at least four days at the industry partner site, rotating through departments to observe and/or participate in hands-on learning in multiple career clusters.

- Activity 3: Educators create opportunities for authentic learning projects across curricula: map content academic standards to workplace career (e.g. select CEW standard and map to academic content standard).

- Activity 4: Post-Program: Educators convene at the end of the program with the industry partners and program coordinator to implement authentic learning projects.

- The program meets the standards established by the PA Department of Education (PDE) for Act 48 professional development credit.[2]

- The program is open to Kindergarten-Postsecondary educators.

- Educators may participate as an individual or as part of a team.

- The program has clearly defined learning outcomes and includes exposure to at least one High Priority Occupation (HPO) or an occupation listed on the PA In-Demand Occupational List (PA IDOL), as defined by the PA Department of Labor & Industry.

- The program provides experiences aligned to the PDE Academic Standards for Career Education and Work.[3] and related academic standards for the chosen career cluster.

- Programs are encouraged to incorporate regional-based and consortium-like strategies that brings together multiple local education agencies or locations with business.

Application and Submission Information

A. **Address to Obtain Application Package:** Application forms and instructions are available at the Department's Grants page http://www.dli.pa.gov/Businesses/Workforce-Development/grants

B. **Mandatory Attachments:** Applicants must complete all mandatory forms and any applicable optional forms in accordance with the instructions on the forms and the additional instructions below. Files that are attached to the forms must be submitted in Adobe Portable Document Format (PDF) or Microsoft Word unless otherwise specified in this notice.

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[2] See Act 48 Approved Provider Guidelines (August 2017)
[3] http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf

a. Application Form

The application form must be completed in full and submitted with the other mandatory attachments. The LWDB must complete the application form. The remainder of the grant application components may be completed by the eligible applicant. The budget and budget justification must be completed in partnership with the fiscal agent. The application form must reflect the house and senate districts where specific grant activity will occur and not the entire LWDA region unless applicable. The application is posted with this notice of grant availability.

b. Project Summary

The project summary must contain a summary of the proposal suitable for dissemination to the public. It should be a self-contained document that identifies:

- The name of the lead applicant/fiscal agent;
- The name of the eligible organization partnering with the lead applicant for grant submission;
- Project title;
- Project service area (e.g., counties, cities, schools, or school districts to be served);
- Objectives of the project;
- Description of the project
- Potential impact of the project (i.e., benefits, outcomes);
- Additional project partners; and
- Project point of contact with contact information.

This document must not include any proprietary or sensitive business information as PA may make it available to the public. The project summary must not exceed one (1) page. **Evaluators will review only the number of pages specified in the preceding sentence.** Save this information in a file named "**ProjectSummary**".

c. Project Narrative (MUST ADDRESS THE PROJECT APPROACH AND MANAGEMENT, APPLICANT/TEAM CAPABILITIES, AND ADDITIONAL PROGRAM INFORMATION CRITERIA.)

The project narrative must not exceed ten (10) pages when printed using standard 8.5" by 11" paper with 1" margins (top, bottom, left, and right) [single spaced]. The ten (10) pages may include a cover page, table of contents, the statement of project objectives, charts, graphs, maps, photographs, and other pictorial presentations. **Evaluators will review only the number of pages specified in the preceding sentence.** Page numbers must be provided in the footer. Do not include any Internet addresses (URLs) that provide information necessary to review the application. Save this information in a file named "**ProjectNarrative**".

The project narrative must be formatted to clearly address each of the Merit Review Criteria in Section 7. Provide sufficient information so that reviewers will be able to evaluate the application in accordance with these merit criteria. **Evaluators will review and consider only those applications that address separately each of the merit review criterion**.

d. **Action Plan** (MUST ADDRESS ACTION PLAN CRITERIA.)
    The action plan must not exceed five (5) pages when printed using standard 8.5" by 11" paper with 1" margins (top, bottom, left, and right) [single spaced]. **Evaluators will review only the number of pages specified in the preceding sentence.** Page numbers must be provided in the footer. Do not include any Internet addresses (URLs) that provide information necessary to review the application. Save this information in a file named "**ActionPlan**". The action plan template is posted with this notice of grant availability.

    The action plan must be formatted to clearly address the action plan Merit Review Criteria in Section 7. Provide sufficient information so that reviewers will be able to evaluate the application in accordance with these merit criteria. **Evaluators will review and consider only those applications that address separately each of the merit review criterion**.

e. **Letters of Support**
    Up to four (4) letters of support may be included with your application. Letters of support should demonstrate partner commitment and strong, high-quality cross-sector partnerships committed to working collaboratively to implement the proposal. Applicants are encouraged to have multiple partners across sectors (e.g. education partner, workforce development, business, economic development, and community partners). They must not exceed four (4) pages when printed using standard 8.5" by 11" paper with 1" margins (top, bottom, left, and right) [single spaced]. **Evaluators will review only the number of pages specified in the preceding sentence**. Save this information in a file named "**LettersOfSupport**".

f. **Budget** (MUST ADDRESS THE BUDGET AND BUDGET JUSTIFICATION CRITERIA)
    Applicants must submit a detailed budget. The budget must be formatted to clearly address the Merit Review Criteria in Section 7. The budget will be evaluated in terms of cost reasonableness and the relationship to proposed activities. Budgets must be for the time-period March 1, 2020 – June 30, 2021. The budget will also become the financial basis for any grant award, including making cost reimbursement payments over the course of the project. PA reserves the right to unilaterally modify application budgets, prior to, and/or after grant award. The budget does not count toward the ten (10) page limit of the project narrative. Save the information in a single file named "**Budget**".

g. **Budget Justification** (MUST ADDRESS THE BUDGET AND BUDGET JUSTIFICATION CRITERIA)
    Applicants must justify, in detail and by line item: the costs proposed in each object class category/cost classification category; the general categories of supplies and amount for each category; and any other information to support the budget. The budget justification must be formatted to clearly address the Merit Review Criteria in Section 7. The budget justification does not count toward the ten (10) page limit of the project narrative. Save the budget justification information in a single file named "**BudgetJustification**".

C. Application Submission: Application packages must be submitted electronically to RA-LI-BWDA-GS@pa.gov by the application deadline. The subject line for your email submission must include "NGA APPLICATION – TEACHER IN THE WORKPLACE – PROGRAM YEAR 2019".

Application Review Criteria

A. Criteria

1. **INITIAL REVIEW CRITERIA**
   Prior to comprehensive merit evaluation, PA will perform an initial review to determine that (1) the applicant is eligible for an award; (2) the information required by the announcement has been submitted on-time; (3) all mandatory requirements are satisfied, including format; and (4) the proposed project is responsive to the purpose of the NGA.

2. **MERIT REVIEW CRITERIA**
   The comprehensive merit evaluation will be conducted by a review team who will score proposals based on the degree to which the proposal addresses the following required criterion:

   Project Approach and Management (45 points)

   - **Statement of Purpose:** Describe how the program will connect educators to industry and business. Use data to demonstrate program need.

   - **HPO or PA IDOL Focus:** Identify one or more careers that are based on the labor market needs of your region and align with the HPO or PA IDOL that will be explored by participating educators.

   - **Goals and Activities:** Identify each SMART goal and the schedule of activities to achieve each goal. Be sure to outline the specific business engagement and academic program alignment/implementation activities. The timeline for the activities and the expected outcome. (This should be mirrored on the action plan.)

   - **Program Evaluation Process:** Describe how you will measure evaluate the success of each SMART goal and expected outcome from the previous metric.

   - **Learning Outcomes:** Explain how the program aligns to the PDE Career Education and Work Standards and academic standards related to the identified career cluster(s).

   Applicant/Team Capabilities (20 points)

   - **Applicant:** Provide the name of the LWDB acting as lead applicant/fiscal agent, the Educator Administrator co-applicant, and the name of the organization partnering with the LWDB that will be responsible for bringing together business, education, workforce, and other community partners to achieve the overall project goals as defined by the proposal.

   - **Program Facilitator:** Provide the name, a brief bio, and contact information (address, phone number, email address) of the individual who will be responsible for planning and facilitating the program.

   - **Stakeholder Engagement:** Identify each partner and how they will participate in the program. Provide evidence of input from stakeholders, including Occupational Advisory Councils.

   - **Business/Industry Partners:** Provide the selected business and/or industry contact, and how these contacts relate to the proposed TIW program.

   Additional Program Information (10 points)

- **Program Parameters:** Address each of the following items as related to the design of your project:
  - Industries planned to be toured/visited (include North American Industry Classification System codes)
  - Number of educators to be served
  - Occupations to be explored
  - Grades taught by participating teachers
  - Subjects and/or academic content areas taught by participating teachers
  - Number of students taught by participating teachers
  - Relevancy of industries proposed to classroom focus, example- Social Studies vs. Vehicle Manufacturing
  - Names of schools participating and type of school (public, private, intermediate unit, charter, technical, college, university)
  - Names of districts participating
  - Total number of teachers impacted directly or through knowledge sharing
  - Total number of students impacted directly

- **Professional Development Credit:** Identify the type of professional development credit (i.e., non-credit Act 48, graduate credit, etc.) to be obtained by participants, including any certificates or credentials

Sustainability/Action Plan (40 points)

- Provide a plan outlining the goals, supporting activities, timelines, measurable indicator of progress, expected outcomes of each activity, amount budgeted for each activities and sustainability plan. The sustainability plan should detailing how the Teacher in the Workplace project (whether in the scope of the project timeline or beyond it) will generate at least one of the following: a greater number of secondary students' completion of work-based learning experiences; a pathway that leads to more 12th grade students' completion of an industry standards-based competency assessment; or a pathway for 12th grade students to earn at least one industry-recognized credential. Industry-based learning experiences include site visits, job shadowing, paid or unpaid internships, job shadowing, job training, mentorships, service learning, apprenticeships, or paid employment, among others.

Budget and Budget Justification (15 points)

- Provide a complete budget broken out by line item.

- Provide a detailed budget justification. You must provide a detailed breakout of quantity, cost, and narrative to support each line item of the budget reflective of the scope of the project and number of participants to be served. If staff will be funded by the grant, provide a description of the duties and responsibilities of each staff person to be funded.

B. Other Selection Factors

All applications received by the deadline will be reviewed and considered for funding.
Favorable consideration will be given to applicants that demonstrate the following.

1. Cross-sector alignment

Proposals align with existing local, regional, and state education, workforce, and

economic development initiatives.

2. **Equity, Diversity, and Inclusion**
Proposals demonstrate a commitment to serve and increase access for historically under-represented and under-served students, workers, businesses, and communities. Applicants are encouraged to identify and address barriers to education and employment of the represented population. Example: The applicant may include the percentage of students in the district that receive free and reduced lunch that may be impacted by the project and explain how the project may positively increase opportunities for low income individuals.

3. **Capacity Building**
Proposals build the applicant's or partners' organizational capacity to have long a lasting impact on students, workers, businesses, and communities.

4. **Leveraging Existing Resources**
Proposals demonstrate resources that will leverage and supplement, not supplant, existing public and private resources (e.g. other federal or state grants and philanthropic contributions, cash, in-kind, etc.). Proposals demonstrate efficient and effective use of resources.

5. **Successes**
Describes how the success of the project can inform best practices for PA's workforce system.

C. Submissions from Successful Applicants
PA reserves the right to request additional or clarifying information from successful applicants for any reason deemed necessary.

D. Costs
1. Allowable Costs
Funds available through this NGA must be used to create or expand TIW opportunities in a LWDA or region, in accordance with the purpose found in Section 1. Funds are not to be used to supplant existing programs and related expenses. The LWDB can provide assistance with allowable cost information.

- Conform to requirements outlined in the Uniform Guidance 2 CFR Part 200; 2 CFR Part 2900.
- Comply with allowable Statewide Activities under the Workforce Innovation and Opportunity Act.

Examples may include:

- Implementing a strategic plan to bring education, workforce and business entities together to coordinate career awareness and exposure opportunities;
- Supporting and funding career awareness activities;
- Staff time to participate in grant activities;
- Staff time for individuals involved in coordinating grant activities; and
- Reimbursement of costs incurred for the participation and replacement of educators who are TIW participants.

Applicants are strongly encouraged to build upon existing resources, including the use of existing staff, facilities, and equipment to support the submitted proposal. Allowable costs

will fall into costs associated with collaboration, planning, training development, career development components and research. Administrative costs are permitted so long as they do not exceed 10% of the total grant award. Interested applicants should communicate with their LWDB to align a project's budget to these requirements.

2. **Disallowable Costs**
   - Purchasing equipment
   - Stipends
   - Incentives
   - Building construction
   - Procuring lobbying services
   - Supplanting existing programs

Pre-award costs are incurred at the applicant's risk. PA is under no obligation to reimburse such costs if for any reason the applicant does not receive an award or if the award is made for a lesser amount than the applicant expected.

Award Administration Information

A. Award Notices
Each applicant shall be notified in writing within 30 days after the decision is made of the approval or disapproval of the submitted application.

B. Reporting
Applicants awarded funding must submit quarterly progress reports (QPRs) and monthly financial status reports. QPRs and the corresponding due dates will be provided to awarded grantees. Awardees also are required to participate with agency staff in regularly scheduled calls to identify grant progression, best practices, and opportunities to scale programs.

The final QPR must include a list of all participants and what each participant plans to do with the knowledge gained from these grant experiences, what was learned both positive and negative, and best practices.

A completed closeout package is due to both the comptroller's office and BWDA within 60 days after the termination date of the Notice of Obligation (NOO) or after the NOO has been fully expended (whichever occurs first). Additional information will be supplied to each awarded grantee.

C. Discussions and Award
PA may enter into discussions with a selected applicant for any reason deemed necessary, including but not limited to: (1) the budget is not appropriate or reasonable for the requirement; (2) only a portion of the application is selected for award; (3) PA needs additional information regarding the application; and/or (4) special terms and conditions are required. Failure to satisfactorily resolve the issues identified by PA within a specific period determined by PA may preclude award to the applicant.

D. Submissions from Successful Applicants
PA reserves the right to request additional or clarifying information from successful applicants for any reason deemed necessary.

Other Information

Right to Reject or Negotiate

PA reserves the right, without qualification, to reject any or all applications received in response to this announcement and to select any application, in whole or in part, as a basis for negotiation and/or award.

Commitment of Public Funds

The contracting officer is the only individual who can make awards or commit PA to the expenditure of public funds. A commitment by other than the contracting officer, either explicit or implied, is invalid.

Questions/Agency Contacts

Questions regarding the content of this NGA must be submitted, in writing, via RA-LI-BWDA-GS@pa.gov.

Appendix A: TIW Advancing Grant Action Plan Template

Action Plan
Guiding question: Does the action plan align with the goals of Teacher in the Workplace by: • *increasing career and work-based learning experiences for learners;*   • *meeting the needs of employers across the commonwealth and;*   • *building sustainable business partnerships for systemic alignment.*
Project focus
<u>Goal 1</u>
Activity 1:   *Timeline (quarter(s) of project in which the activity will take place):*   *Measurable indicators of progress:*   *Expected outcome(s) of activity:*   *Amount budgeted for activity (estimated; subject to change):*
Activity 2:   *Timeline (quarter(s) of project in which the activity will take place):*   *Measurable indicators of progress:*   *Expected outcome(s) of activity:*   *Amount budgeted for activity (estimated; subject to change):*
Goal 1 sustainability plan:

Goal 2:
Activity 1:   *Timeline (quarter(s) of project in which the activity will take place):*   *Measurable indicators of progress:*   *Expected outcome(s) of activity:*   *Amount budgeted for activity (estimated; subject to change):*
Activity 2:   *Timeline (quarter(s) of project in which the activity will take place):*   *Measurable indicators of progress:*   *Expected outcome(s) of activity:*   *Amount budgeted for activity (estimated; subject to change):*
Goal 2 sustainability plan:
Goal 3: (*continue as needed)*

Appendix B: SMART Goal Guide

What Does the S.M.A.R.T Acronym Stand For? S – Specific

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project).

- What – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed.

- When – You'll get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame.

- Where – This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here.

- Which – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you've never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business."

- Why – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development.

M – Measurable

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish.

A – Achievable

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about how to accomplish the goal and if you have the tools/skills needed. If you don't currently possess those tools/skills, consider what it would take to attain them.

R – Relevant

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new product, it should be something that's in alignment with the overall business objectives. Your team may be able to launch a new consumer product, but if your company is a B2B that is not expanding into the consumer market, then the goal wouldn't be relevant.

T – Time-Bound

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

S.M.A.R.T. GOALS WORKSHEET

S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information.

INITIAL GOAL	Write the goal you have in mind

S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?

M MEASURABLE	How can you measure progress and know if you've successfully met your goal?

A ACHIEVABLE	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

R RELEVANT	Why am I setting this goal now? Is it aligned with overall objectives?

T TIME-BOUND	What's the deadline and is it realistic?

SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed