

Request for Proposals – Updated August 24, 2020

Career Connected Learning Grants

RFP Release: August 5, 2020

Proposals Due: August 30, 2020

Award Notifications: September 18, 2020

RFP Introduction

The City of Seattle Office of Economic Development (OED) brings together a network of partners to connect Seattle residents to the education and training they need to obtain high quality jobs. We are dedicated to strengthening our economy by developing local talent and expanding their opportunities to connect to promising careers. OED makes the connection from education to employment and economic stability by providing career connected learning experiences early and often, supporting credential and training programs and creating on-ramps to employment. Through OED's investments and partnerships, Seattle's youth are supported and prepared to access jobs and careers in our growing economy, and our region's employers will have the local talent they need to thrive.

OED's Career Connected Learning programs are specifically focused on ensuring local youth have the skills, knowledge and networks to connect to the region's economy. Our Career Connected Learning programs are operating within the context of two economic forces that are exacerbating existing racial and economic disparities and further exposing the vulnerabilities of many of Seattle's workers and businesses: COVID-19 and the rise of automation.

Resources and opportunities for youth are critical as young people are disproportionately impacted by COVID-19 related job loss, and the reduction of career connected learning experiences and internships due to economic impacts. Additionally, people of color and women, and those with lower levels of educational attainment – already over-represented among the out of work and low-wage workforce – are bearing the brunt of the impact. Solutions will require new and innovative approaches to ensure we are collectively working toward our goal of achieving an inclusive economy.

The second disruptive force is the rise of automation, artificial intelligence and similar technologies. Without intentional strategies, it will further “hollow out” the economy and magnify the disparities that already existed. Preparing youth with skills for the emerging economy, such as digital literacy, adaptability, social-emotional skills and creativity, will enable more of our young people to participate in, and benefit from, a changing economy. These changing conditions only increase the urgency to invest in youth and young adults.

This RFP is intended to provide Career Connected Learning opportunities to low-income youth who have historically had limited access due to systemic racial, ethnic and economic segregation. We are interested in funding systemic strategies to support and empower youth from Black, Indigenous and Persons of Color (BIPOC) communities to connect to key sectors in the economy. Activities should be aligned to build talent pipelines to OED's key industries: IT, Creative, Maritime, Manufacturing and Clean Technology, all of which provide access to middle wage jobs and career progression. Applicants will be evaluated based on their ability to support youth and young adults move away from jobs at risk of being

eliminated either due to COVID-19 or advancing technology, toward the emerging economy of the future.

Successful applicants will demonstrate their ability to support BIPOC youth who otherwise would not have the opportunities or networks to build connections to the labor markets. Awarded grantees will have demonstrated their ability to mitigate the impacts of COVID-19 in their communities, build capacity and the infrastructure within their organizations to provide career connected learning experiences for youth ages 14-24 that create deeper connections to the workforce, and support youth to build social capital.

Timeline

RFP Released: August 5, 2020

Question Period: Between August 5, 2020 and August 28, 2020 you may submit questions to sasha.gourevitch@seattle.gov related to the application and process.

Questions and answers will be posted on [OED's website](#).

Proposals must be emailed to sasha.gourevitch@seattle.gov by midnight on **August 30, 2020**.

Award Notifications: September 18, 2020

The City may make changes to this RFP if, in the sole judgment of the City, the change will not compromise the City's objectives in this solicitation. Any change to this RFP will be made by written addendum issued by the City and shall become part of this RFP.

If awarded, grantees will work with OED to enter into contract negotiations to refine the scope of work and deliverables. Activities may begin once the contract has been fully executed. Contract awards will be up to 18 months from the date the contract is signed.

The City of Seattle retains the right to reject any responses and is not required to award any funds if, in its opinion, the response failed to meet its requirements. The City of Seattle reserves the right to issue multiple or partial awards.

Economic Context

Pre-COVID-19

While Seattle's pre-COVID-19 growth had been historic in scale, it has also increased disparities in our community, particularly by exacerbating existing multigenerational wealth and income gaps between white residents and communities of color. In the Seattle metro area, the median household income of white families (\$105,100) is significantly higher than all other communities and is over double that of Black households (\$42,500).¹ Data from historic employment and income gains show little progress in erasing these disparities, as communities of color are overrepresented in low-wage occupations and underrepresented in sectors offering the highest wages and career opportunities. Data also shows that Seattle's young people are not being adequately prepared for an economy where a pathway to a living wage is increasingly requiring a postsecondary degree or credential. With only 55% of Seattle Public School graduates earning a postsecondary credential within eight years of high school graduation, and persistent achievement gaps by race and ethnicity², many of our young people are at risk of being left further behind. This growing economic inequity is an unacceptable condition at odds with the City's vision for an inclusive economy.

COVID-19 Economic Context

Between March 8th and May 9th, 606,688 in the Seattle-Tacoma-Bellevue Metropolitan Statistical Area (Seattle MSA) applied for Unemployment Insurance (UI). The Arts and Entertainment industry has lost the largest percentage of workers, with UI claims accounting for 70% of the pre-COVID jobs. Education, Accommodation and Food Service, Construction, Manufacturing, and Retail have also seen UI claims for more than one-third of their pre-COVID-19 jobs. Based on the number of workers affected, Accommodation and Food Service has the largest number of UI claims, followed by Manufacturing, Healthcare, Construction, and Retail. With the loss of 50,000 jobs in these industries, it is an opportunity for retraining in jobs and careers that are both deemed "essential" services during COVID-19 and therefore permitted to continue operations, as well as jobs and careers that successfully prepare youth for the emerging economy and position them to access middle wage careers.

Seattle Jobs Initiative's report, *COVID-19 and the Future of Work*, also shows the overlay of occupations with the most UI claims by automation risk. Retail salespersons, carpenters, and taxi drivers and chauffeurs top the list with the most UI claims and high risk of automation, whereas waiters and waitresses, sales managers, general and operations managers and hairstylists top the list of UI claims with moderate risk to automation. The report also points out that while these occupations might not be fully automated immediately, the need to maintain physical distancing and decrease labor costs increases the likelihood that many tasks and jobs will become automated faster than previously predicted.

¹ Seattle Times, October 7th, 2019

² Source: OSPI - Education Research and Data Center High School Feedback Report of SPS 2009 Graduates, accessed on 10/7/19. This data shows that only 37% of Black/African American students and 39% of Latinx students achieved a postsecondary degree within 8 years of graduation.

Those without a high school diploma filed higher rates of UI claims (6% of UI Claims vs. 3% of the population) as did those with a high school diploma or equivalent (30% of UI claims vs. 21% of the population). Young people ages 18-24 filed 12% of UI claims, but only represent 9.6% of the population.

Future of Work

The premium on skills and higher education will continue to grow in the future, widening the income gap in the labor market resulting in ongoing economic inequality unless effective countermeasures are taken. Increasing levels of automation will displace repetitive tasks of entry-level workers. The remaining entry-level jobs traditionally accessible to undereducated, or first time, employees (like youth) will require ever-increasing levels of technical skills and an ability to use automation tools. Concurrently employers will increasingly rely on outsourced or contracted ('gig') work; traditional education and training activities may need to be augmented to support the new world of work.

The future economy will also shift the demand for skills. The largest drivers of this shift are the increase in interconnectedness via the Internet of Things (IoT) and the corresponding increase in the volume of data, in combination with advancements in artificial intelligence (AI) and computing. Though some predictions go so far as stating that automation will make the skills of most workers obsolete, the historical precedent is that after a period of dislocation, new jobs will emerge to replace and surpass lost jobs, and new skills will be needed. Thus, the network economy and automation present an opportunity to focus human effort on things that humans do well that computers do not, and to work alongside and direct automation and machine learning. To prepare people for the network economy workforce, training and education need to focus on four main categories: *digital skills, adaptability, social-emotional skills, and creativity*.³

Funding Opportunity

OED is seeking innovative proposals to *increase the number and quality of career experiences and opportunities, for young people ages 14-24, that provide access to and preparation for employment in Seattle's current and future economy*. Successful proposals will demonstrate an applicant's ability to help young people transition from jobs lost to COVID-19 or at risk of being replaced by emerging technology to jobs and skillsets of the future.

Our priorities for this RFP are to:

1. Address systemic barriers in accessing Career Connected Learning experiences that provide young people with knowledge, preparation, and access to careers.
2. Build replicable best practice for high quality Career Connected Learning experiences that adhere to public health guidelines for distance learning/social distancing.
3. Provide high quality activities aligned to the career connected learning continuum referenced below for youth ages 14-24. (*See the Appendix for complimentary research on best practices, including a toolkit for moving youth employment activities online*).
4. Expand access, opportunity, and career navigation to youth with the greatest need and the least connection to the labor market.

³ COVID-19 and the Future of Work, Seattle Jobs Initiative, July 2020.

5. Provide connection to other career development activities, education, and training programs so that youth benefit from a continuum of career connected learning opportunities
6. Ensure youth have the skills, competencies, and networks to be connected to and successful in the labor market.
7. Build talent pipelines for OED's key industries: Maritime, Manufacturing, Clean Technology, IT, Entrepreneurship and Inclusive Creative industries. *Please see the appendix for specific details.*
8. Respond to the needs of communities to mitigate the impacts of COVID-19
9. Increase the number of local employment and industry partners that engage in the full range of career connected learning experiences

Project proposals must clearly demonstrate how projects are addressing employer talent and hiring needs, employer/supervisor training, or retention efforts, and include a partnership with at least one employer.

Maximum grant awards are \$25,000 per applicant; consortiums consisting of 2 or more organizations may apply for up to \$50,000. The total number of grants awarded will be dependent on the number of proposals selected, requested funding amounts and available funding. OED will negotiate performance-based contracts with successful grantees to ensure contract goals and outcomes are met with awarded allocation. Grant period may be between 6 -18 months depending on proposed activities.

All awarded grantees will be required to participate in 2-3 cohort meetings to foster learning across the cohort, share promising practices and lessons learned with peers and inventory best practices for career connected learning and skill attainment.⁴

Career Connected Learning Framework



Figure 1⁵

Figure 1 depicts the career connected learning framework from Career Connect Washington and adapted by Washington STEM. Career connected learning is a continuum of experiences that provide a variety of developmentally appropriate activities for young people as they progress toward jobs and careers. To learn more, visit www.careerconnectwa.org.

- 1) **Career Awareness:** *Learning about work.* These activities provide opportunities to expose young people to local jobs and careers and help youth begin to see themselves in our local economy. These activities typically include career/ resource fairs, worksite tours and career presentations/panels.

⁴ Dates for cohort convenings will be finalized based on grantee availability

⁵ WA STEM Career Connected Learning Framework

- 2) **Career Exploration:** *Learning for work.* These activities provide short-term direct interactions with professionals and offers opportunities for young people to explore careers that motivates and interests them and are aligned with their values. These experiences should help inform students' decisions about future training and education pathways. Activities might include informational interviews, networking events, job shadows, workshops, and work-based projects.
- 3) **Career Preparation:** *Learning through work.* These activities give young people hands on experiences in different sectors, and provide industry- specific skills, competencies and knowledge that young people need to be successful in the world of work. Activities include academic preparation (e.g. career and technical education), and training and skill-building experiences like internships, cooperative worksite learning, instructional worksite learning, extended learning, and youth/ pre-apprenticeships.
- 4) **Career Launch:** *Learning in work.* Career Launch programs prepare youth for employment in specific occupations through meaningful on the job work experience, and aligned classroom learning with progression toward a valued degree or credential post-high school.

Job Readiness and Skills for the Network Economy

Career Connected Learning activities provide young people with the opportunity to develop essential skills and gain a deeper understanding of the world of work. Through these activities we hope that young people leave with an awareness of expected workplace behaviors that also allows them to bring their full identify and self to work. It is crucial for young people to build their social networks among peers and professionals in their communities.

Digitalization and automation are the changing the nature of job-related tasks and the skillsets that will be in greatest demand. Below is an excerpt from Seattle Jobs Initiative's report, *COVID-19 and the Future of Work*. In order to prepare students for future jobs, the following skills development is recommended⁶:

1. **Digital skills:** Basic digital skills have emerged as fundamental skills for the future of work, similarly to literacy and numeracy. Examples include basic internet searching, sending/receiving emails with attachments, connecting to the internet, using digital platforms to communicate and collaborate, storing/managing data, basic mobile functions, privacy/safety and workplace skills like using Outlook, Word, Excel, etc.⁷. More advanced digital literacy skills include data management, data analysis, data-informed decision-making and digital ethics.
2. **Adaptability:** The rate of technological change and the changing nature of jobs mean that adaptability and life-long learning skills are paramount. In this context, adaptability means

⁶ Seattle Jobs Initiative, *COVID-19 and the Future of Work*, July 2020. <https://www.seattlejobsinitiative.com/wp-content/uploads/Network-Economy-Policy-Paper-July-2020.pdf>

⁷ Seattle Digital Equity Initiative. *Digital skill sets for diver users: A comparison framework for curriculum and competencies*. March 2019
<https://www.seattle.gov/Documents/Departments/Tech/DigitalEquity/digital%20skills%20for%20diverse%20users.pdf>

learning how to learn independently, figuring out what to do when you don't know something, and changing actions, course or approach to doing things in order to suit a new situation

3. *Social-emotional skills*: The expansion of data and new technology will likely increase the need to collaborate with others both locally and through technology. These skills include responsible decision making, creating and maintaining positive relationships, managing emotions, setting and achieving positive goals and showing empathy for others.
4. *Creativity*: The Network Economy offers the opportunity for humans to focus on creative and innovative work as robotics and AI take over the more routine physical and cognitive tasks. Creative or innovative endeavors start from what exists and seek to make something new. Creative thinking and creative problem solving are transferrable skills that should be prioritized.

Applicant Eligibility

Career Connected Learning grants will direct funding toward community-based organizations, public schools and government agencies to ensure youth and young adults have the awareness, access, and preparation to participate and thrive in Seattle's economy.

Career Connected Learning investment criteria include:

- Clear commitment to racial equity by centering anti-racist values and delivering culturally responsive services to youth of color.
- Demonstration of how the proposed activity connects more of Seattle's youth of color, low-income youth, immigrants and refugees, youth at risk of not completing high school or equivalency and opportunity youth to career connected learning experiences and the world of work.
- Strong partnership with at least one employer as part of the design, oversight and/or implementation of activities.
- Demonstrated history or articulated plan of how proposed activities support competency and/or technical skill attainment that prepares young people for Seattle's economy today and in the future.
- A clear connection to IT, Maritime, Manufacturing, Clean Technology or Inclusive Creative industries and program elements that build talent pipelines into these sectors. *Please see the appendix for additional details.*

Criteria for Eligible Youth Participants

- City of Seattle residents (both in- and out- of- school youth), or youth who attend school in Seattle
- Ages 14-24
- Applicant must demonstrate that activities will primarily serve OED's priority populations:
 - African American/Black, Latinx, Native American, Pacific Islander, Asian – particularly from underserved communities
 - Low-income youth
 - Immigrants and refugees

- Foster youth
- Youth at risk of not completing high school or equivalency
- Opportunity youth
- Youth experiencing homelessness or housing instability
- LGBTQ youth

Allowable Expenses:

- Curriculum design
- Wages and stipends*
- Youth incentives*
- Staff salaries
- Support services. Examples include, but are not limited to:
 - Food for participants directly engaged in activities
 - Equipment or materials, to the extent necessary for ongoing service/program delivery
 - Childcare
 - Youth transportation
- Substitute teachers
- Approved subcontractors
- Activities may take place in- or out-of-school
- Funding may be used to create a new program or new set of activities, or be used to increase the number of participants served or add activities to an existing program

*Incentives and stipends can be issued based on a youth's progress or completion of program specific activities or milestones and are intended to encourage and motivate youth to reach positive outcomes. If a participant is performing routine work tasks and responsibilities, incentives and stipends may not be paid in lieu of wages.⁸

OED will NOT FUND:

- Religious activities
- Political activities
- For-profit businesses
- Activities taken place before contract signed

Investment Framework

Applicants must select **three** or more indicators that will help participants achieve the desired outcome. Awarded grantees will be expected to provide a narrative of activities and progress to date, including demographic, and indicator and outcome metrics.

⁸ <http://www.lni.wa.gov/IPUB/700-173-000.pdf>

North Star Outcome: Young people who grow in Seattle are earning a living wage⁹ by age 26 and there are no differences by race/ethnicity or gender.

Career Connected Learning leading indicators (must choose at least 3):

- # of youth who increase awareness of jobs and careers in key sectors
- # of youth who have increased access to CCL activities
- # of youth who increase their knowledge of how to access classes/training programs
- # of youth who increase their competency attainment, technical skills, and abilities
- # of youth who feel as though they gained relevant workplace skills
- # of youth who increase their social capital (% of youth with a professional reference or mentor)
- # of youth placed in a job with meaningful career progression
- # of youth transitioning into good jobs (living wage, benefits) in key sectors
- # of youth transitioning to further education and training pathways connected to key sectors

Awarded grantees will work with OED during the contracting phase to determine specific deliverables, indicators and reporting requirements based on amount awarded and the scope of work.

Application Instructions

Please submit the application in Word or PDF by August 30, 2020 at midnight. Proposals should be submitted to Sasha Gourevitch – sasha.gourevitch@seattle.gov. A review panel consisting of local community partners and workforce agencies will review and score proposals using the criteria listed below. Applicants will be notified on September 18, 2020 of award status.

Applications should not exceed six (6) pages not including the cover sheet (*found at the end of the appendix*), budget, and budget narrative. Please provide the following information in your application:

1. Organization Overview.
 - a. Organization overview and mission statement.
 - b. Description of relevant programs and services and their performance outcomes.
 - c. Brief description of staff, volunteers and/or partners who will be designing, delivering and evaluating proposed activities.
2. Needs Statement.
 - a. Description of the need and gaps that this proposal is addressing, including a description of how COVID-19 has impacted the organization and/or the young people served.
3. Project Information
Name and detailed description of the program and set of activities. The response should include, but is not limited to:
 - a. The program model(s) from the Career Connected Learning framework above that proposed activities address and an overview of the program. Include whether activities will happen in person, virtual or a hybrid. If planning for in-person activities, include a contingency plan or a strategy to pivot if in-person activities are not feasible. Describe

⁹ 80% AMI

how you plan to implement programming while maintaining Federal, WA State and King County Public Health policies and guidelines.

- b. Description of how activities align to OED's key industries. *Please see the appendix for more detailed information about OED priorities.*
 - c. Description of the focus population you intend to serve. Include any specific, schools, neighborhoods or communities these activities will support.
 - d. Timeline of proposed activities and key staff, volunteers or partners responsible.
 - e. Description of whether funding will be used to create a new program, increase the number of participants served, or add activities to an existing program.
 - i. If this is an expansion or continuation of an existing program, provide past successes, challenges and an action plan to mitigate expected challenges.
 - ii. If this is a new project provide a brief overview of anticipated challenges and an action plan to mitigate these challenges.
 - iii. This section should also include whether the applicant has received a Career Connected Learning grant in the past and if yes, describe if this proposal is an iteration of previously funded work, a progression of previously funded work or a new project proposal for this specific Career Connected Learning funding opportunity.
 - f. List of partners and respective roles; include role of employer(s). At least one employer partner is required—please include a letter of support from the employer (not included in the 6-page limit).
 - g. Description of how applicant will share lessons learned, promising practices, and/or program design with program partners.
4. Job Readiness and Future of Work Skills and Competencies.
- a. Description of how job readiness and future of work skills and competencies will be embedded or discussed with participants within the proposed activities. Include how the organization will measure success against these goals.
5. Cultural Responsiveness.
- a. Description of organization or staff's (or volunteer's) previous experience in providing services and activities that are centered in anti-racist values and delivering culturally responsive services to youth of color.
 - b. An overview of how the organization will recruit and enroll youth of color and ensure youth are successful throughout the program.
 - c. Description of how culturally responsive practices are embedded in proposed activities.
6. Measurement and Evaluation Plan.
- a. A clear identification of the indicators you plan to address (outlined above under "Investment Framework") and a description of how the proposed activities will achieve desired results. You may submit a logic model or theory of change, but it is not required. Include a rationale for how proposed activities increase awareness, access, knowledge, competency/skill attainment, professional networks and/or work experience for your specific youth population.
 - b. Description of how the organization will evaluate program effectiveness and share best practices with cohort.

- c. Description of how the proposed activities will gather youth feedback throughout activities and programming.
7. Budget with leveraged funding and short budget narrative (not included in page total). Please provide the overall program or project budget.

Scoring Criteria

Criteria	Total 100
Organization Overview and Capacity <ul style="list-style-type: none"> • Application has provided evidence that the applicant has the experience and capacity to meet project deliverables and serve proposed target population 	5
Needs Statement <ul style="list-style-type: none"> • The application has identified a specific gap in services and an unmet need in the communities the applicant is focused on 	10
Project Information <ul style="list-style-type: none"> • Proposal has a clear plan to adhere to all local, state, and federal COVID-19 requirements and guidelines • Proposal has articulated a project plan aligned to the Career Connected Learning framework • Proposal describes how proposed activities expands or improves system capacity for Career Connect Learning • Proposal is aligned to OED's key industries • Proposal describes the focus population activities are intended to serve • Proposal has a clear and reasonable timeline and set of activities • Proposal summarizes the roles and responsibilities of partner organizations, including at least one employer (at least one employer partner is required) • Proposed activities support young people's connection to work, career path and trajectory. 	40
Job Readiness and Future of Work Skills and Competencies <ul style="list-style-type: none"> • Proposal includes a clear and reasonable description of how activities will incorporate job readiness and future of work skills • Proposal has addressed how the organization will evaluate its success in incorporating these skills and competencies into their activities 	15
Cultural Responsiveness <ul style="list-style-type: none"> • Clear commitment to racial equity by centering anti-racist values and delivering culturally responsive services to youth of color • Proposal has a clear and reasonable plan to embed culturally responsive practices into activities 	15
Outcomes, Data Collection, Reporting and Monitoring <ul style="list-style-type: none"> • Proposal has identified indicators and provided a clear rationale for how activities will meet desired results • Proposal includes an evaluation plan that indicates how the organization will collect and manage data and feedback, incorporates youth feedback and shares promising practices and lessons learned with cohort members 	15

Protest Procedures

In the event that an unsuccessful RFP respondent wishes to protest the decision, they must do so by submitting in writing the reason for the protest to the Director of OED. Any such protest must be received within three (3) business days of receipt of notification of the successful respondent.

The decision of the Director will be final and conclusive unless the respondent affected makes a written request for reconsideration by the Director. Such a request must be received within three (3) business days after receipt of the Director's decision. A request for reconsideration will be denied unless the respondent affected shows the request is based on information that was not available prior to the protest. The Director shall consider all the facts available and issue a decision within five (5) business days after receipt of the request for rehearing, unless additional time is necessary, in which case, the affected respondent will be notified of the delay.

Appendix

A. COVID-19 Health and Safety Compliance, Guidelines and Resources

Your organization must meet these minimum requirements and directives:

1. KING COUNTY – [Community and Faith-Based Organization Guidelines](#) and [Schools & Childcare](#), including youth and summer camps
2. STATE OF WASHINGTON – Labor and Industries [employer information, general and by industry](#)
3. FEDERAL - Interim Guidance for [Community-Based Organizations](#), [Schools](#), and [Colleges & Universities](#)

[Seattle Protects](#) – An online marketplace for cloth face coverings for Seattle residents during the COVID-19 pandemic.

[COVID-19 Resources for Community](#) – This website contains information and links for City of Seattle, King County, WA State, federal and community programs and services that help residents significantly impacted by COVID-19

B. Key Industry Definitions

Maritime

What is the [maritime industry](#)? The Maritime Industry is waterborne commerce- it's about moving people and goods over the water.

Maritime is most everything connected to the sea or waterways throughout the world, especially in relation to navigation, shipping and marine engineering. The industry has a direct impact on much of our everyday lives. Think about the oil that powers our cars, many of our vehicles, our electronics, the coffee we drink, foods we eat and the clothes we wear... most come from overseas.

7 maritime sectors in Washington [Source: Washington Maritime Federation]:

1. "Passenger Water Transportation - includes recreational cruise lines, Washington State Ferries and other ferries, water taxis, and recreational fishing, sailing, and diving charters."
2. Maritime Support Services - "These services include support for commercial, recreational, and defense-related Maritime, including boat dealers, marinas, fueling and lubricant businesses, to naval architects, engineers, parts suppliers, and construction, to professional services such as attorneys and accountants, and federally-funded support involving NOAA and the Army Corps of Engineers." [Source: WA Maritime Federation]
3. "Maritime Logistics and Shipping - includes Port and harbor operations, deep and shallow water goods movement, inland water freight transport, and refrigerated warehousing and storage.

This sector includes many support firms and services, such as Maritime construction firms who contract with the Ports, and longshoremen."

4. "Fishing and Seafood Products - includes commercial and recreational fishermen, seafood processing firms, aquaculture and fish farming, and wholesale and retail seafood markets."
5. Shipbuilding and repair - is the design, engineering and construction of new vessels as well as repair of vessels needing rehabilitation. Shipyards are where ships are built and repaired, example: cargo ships, cruise ships, ferries, yachts, military vessels, etc.
6. Recreational Boating - Boating is a leisure activity involving travel or fun via a boat, powerboat, sailboat, rowboat or paddle boat. "The outdoor recreation economy is a \$22.2 billion industry and recreational boating comprises the largest portion of this economic powerhouse. Recreational boating means more than \$4 billion (Hebert number) for our state. Whether it's stand-up paddleboards or superyachts (and everything in between), boats of all shapes and sizes either visit our state or are moored here permanently (238,000 recreational boats are registered in Washington state in 2014).
7. Emerging Technologies - offshore wind energy, wave, tidal or ocean thermal energy.

Manufacturing

What is Manufacturing? The term may refer to a range of human activity from handicraft to high tech but is most commonly applied to industrial design, in which raw materials from primary industry are transformed into finished goods on a large scale. Such finished goods may be sold to other manufacturers for the production of other more complex products (such as aircraft, household appliances, furniture, sports equipment or automobiles), or distributed via the tertiary industry to end users and consumers (usually through wholesalers, who in turn sell to retailers, who then sell them to individual customers). Producing locally—from food and energy to materials and consumer products, manufacturers are makers of everything from chocolate to kimchi, bicycles to biodiesel, and jewelry to jam.

Traditional manufacturing is defined as the act of converting raw materials into finished products by using manual or mechanized transformational techniques. The term "advanced manufacturing" encompasses many of the developments in the manufacturing field during the late 20th and early 21st centuries, including high tech products and processes and Clean, green, and flexible manufacturing, among others. No one definition captures everything said about advanced manufacturing, although the majority of definitions found on the web include the use of innovative technology to improve products and/or processes and may also include the use of new business/management methodologies.

To learn more about Maritime and Manufacturing, you may contact:

Sarah Scherer

Manufacturing and Maritime Advocate

C: 206-514-1930 | sarah.scherer@seattle.gov

Clean Technology

Clean technologies represent a diverse range of products, services, and processes, all intended to play a solution in the transformation toward a greener economy, with the potential to foster regional economic growth while simultaneously mitigating environmental challenges. Clean technologies span many industry verticals such as

- Energy (Generation, Storage, Infrastructure, Efficiency)
- Transportation
- Water & Wastewater
- Air & Environment
- Materials
- Manufacturing/Industrial
- Agriculture
- Recycling & Waste

Seattle's leadership is committed to move beyond incremental environmental change and fundamentally reshape our systems towards a green economy effecting current and future employers and employees. Recent City commitments include:

- The Mayor's Green New Deal (Executive Order #2020-01) requires the City to engage with local businesses, workforce development organizations, and the labor community to identify and strengthen pathways to economic opportunity for those workers most impacted by the transition to a clean economy and to ensure workers are well matched to jobs created by emerging clean industries.
- Resolution 31895, adopted by the City Council in August 2019, established a goal of making Seattle climate pollution-free by 2030, and committed the City to ensuring a just transition for workers whose jobs currently depend on the fossil fuel industry.
- Starting in September 2020, residential heating oil in Seattle is subject to a tax which may affect the heating oil industry as well as open doors to an increase of residential electric HVAC installations and thus, create more green jobs.

Clean Energy workers at the lower ends of the income spectrum can earn up to \$10 more per hour than other jobs, and 50% of workers attain no more than a high school diploma yet earn higher wages than similarly-educated peers in other industries. However, the clean energy workforce is older, dominated by male workers and lacks racial diversity.¹⁰

To learn more about Clean Technology, you may contact:

Stephanie Gowing
Green Business Advocate
206.684.3698 | stephanie.gowing@seattle.gov

¹⁰ <https://www.brookings.edu/research/advancing-inclusion-through-clean-energy-jobs/>

Technology Industry

There is no denying that Seattle is a global leader in technology and innovation, and as the economy continues to be impacted by technological advances, there are tremendous opportunities for well-paying jobs and sustainable career development in the space. OED's priority in regard to the technology industry in Seattle is to ensure that not only these companies are increasing their diversity and inclusion efforts, but also that the local BIPOC workforce has the proper access to education and training in order to be competitive candidates for these roles.

Having a four-year degree is not a requirement for many technology companies hiring for both technology-focused and technology-adjacent jobs, [some of which make over \\$100,000 a year, on average](#). Here are some examples of *entry level* technology jobs and their median base salaries in Seattle (not including additional cash compensations and bonuses):

- Data Scientist: \$95,000
- Junior Software Engineer: \$90,000
- Product Designer: \$87,000
- UX Designer: \$73,000
- Game Developer: \$70,000

[Source: LinkedIn Salary Insights, Glassdoor]

LinkedIn's [2020 Emerging Jobs Report](#) highlights the top 15 jobs in the US that have experienced significant growth over the last five years and includes the required skills associated with each. Of the 15 jobs listed, five of those have a significant number of hires in Seattle while also being and are technology focused.

Seattle is known for being the home some major global players in technology, such as Amazon, Tableau, F5, and Big Fish Games, and hosting local offices of Silicon Valley-originating companies, such as Google, Facebook, and Twitter. However, there is a long list of fast-growing small to medium-sized companies in this industry that are just as promising as potential employers, especially as their smaller corporate environments and rapid growth allow for more opportunities for learning and advancement.

Additionally, the demand for talent with the understanding and skills relevant to emerging technologies such as Artificial Intelligence, Internet of Things, Nanotechnology, and Blockchain will continue to grow; and naturally there is a unique opportunity to offer training and education in these areas.

To learn more about Information Technology, you may contact:

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Inclusive Creative Industries

Seattle is a city that invents the future, and the strengths of local industries are diversity, innovation, and creativity. It follows that Seattle's creative industries, which include film, music, architecture,

journalism, live event production, cultural institutions, emerging technology, and software development, totaling nearly 70,000 creative workers, are essential to this city's identity and are powerful economic drivers.

Creative industries produce and commercialize creative content, output, and exports. Creativity itself can be defined as the ability to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others¹¹. Can you connect the dots of a complex situation? Can you generate new solutions to new problems? What do you do when you don't know what to do?

As the knowledge economy (led by the technology industry) transitions to the network economy (led by creative industries), the City is prioritizing education, training, and job placement in creative industries to build and prepare for the future of work, particularly for BIPOC youth. Creativity is an essential skill of the future because it is a human trait that automation can augment but not replace. It is also an essential skill *now* as Covid-19 has required that we continuously problem solve in unfamiliar and rapidly changing environments, pivot business models, and learn new ways to connect with each other.

LinkedIn Learning named creativity as the #1 soft skill that companies need most in 2020 (and in 2019)¹². While psychologists tend to agree that the barriers to development are naturally low as everyone is born creative, creative ability needs technical training to translate into a career in the creative industries. Paired with digital learning, a skillset that fuses emerging technology and creative ability will prepare youth for increasingly relevant occupations within creative industries.

The City focuses on creative occupations that use creative skills and produce creative results across all industries, targeting youth skill development in the following occupations that fuse creativity and emerging technology:

- Emerging and Immersive Technology, including Augmented Reality, Virtual Reality, Mixed Reality, Extended Reality, and Computer-Generated Imagery
- Animation
- Marketing
- Gaming
- Film Production
- Music and Event production
- Content Creation
- STEAM curriculum development and advocacy

To learn more about Inclusive Creative Industries, you may contact:

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¹¹ "<http://www.csun.edu/~vcpsy00h/creativity/define.htm>

¹² <https://learning.linkedin.com/blog/learning-thought-leadership/most-in-demand-skills-2020>

C. Complementary Research

Labor Market Opportunity

Seattle Jobs Initiative conducts and shares focused labor market research and tools to help ensure that individual organizational decisions on education, training and career pathways align with labor market realities. Recent reports include the [Future of Work, Digital Literacy and impacts of COVID-19](#).

Engage Employers and Opportunity Youth on the Future of Work

The Aspen Forum for Community Solutions released a [toolkit](#) with a framework and resources for providers to have conversations with employers and young adults about the changing nature of work, and how to conduct background market research.

Digital Skills

Seattle's Digital Equity team within Seattle IT has released a report, [Digital skill sets for diverse users: A comparison framework for curriculum and competencies](#), that includes lists of skills and competencies as well as frameworks for curriculum.

The Aspen Forum for Community Solutions released, [1.0 Digital Summer Youth Employment Toolkit](#) to provide practitioners with digital resources, practices and tools national youth providers thought were worth suggesting.

Pathways for High Quality Jobs

The Brookings Institute released a report, [Pathways for High Quality Jobs for Youth Adults](#), that identifies a number of factors that improve job quality:

1. Work-based learning incorporating positive relationships with adults
2. Earlier experiences in the labor market
3. Educational credentials and training

Recommendations to improve employment prospects:

1. Expand work-based learning within high school CTE
2. Increase completion rates of post-secondary degrees, with an explicit focus on quality and equity (greater alignment of curricula, sequential course offerings, increasing credit-bearing courses, etc.)
3. Improve on-ramps to employment for teens and young adults

“Additionally, evidence continues to grow that educational attainment is not the only important factor in determining labor market success. Other skills and capabilities critical to long-term market success are variously referred to as non-cognitive, work readiness, professional, 21 century, social or soft skills.”

Youth Insights

Seattle Mayor Jenny Durkan's Innovation and Performance team is looking for ways to connect youth with good jobs by creating a citywide strategy for youth, economic opportunity and the future of work. Using a human centered design approach, the team created an [interactive report](#) of all the findings including qualitative research, quantitative analyses and supporting secondary research.

Social Capital

Ed DeJesus is a national expert on the importance of building and incorporating [social capital](#) into workforce development strategies.

Job Readiness Skills for Youth

OED's 2018 report, [Job Readiness Skills for Youth: A Clear and Actionable Definition](#), presents the skills and behaviors that young people need to be prepared for early experiences in today's economy.

Jobs for the Future (JFF) Research and Resources

JFF has created a [hub of research, best practices and toolkits](#) to create and implement career connected learning opportunities.

Industry Resources

Maritime

[Economic Impact of the Maritime Industry](#), WA Maritime Federation

Community Attributes Inc. released a [2013 WA State Maritime Cluster Strategy](#) report. In 2017 they released an updated study, [Washington State Maritime Sector Economic Impact Study](#).

Inclusive Creative Industries

The Office of Economic Development's [There's Something About Seattle: 2019 Creative Economy Report](#) defines and quantifies Seattle's creative economy, and inspires proactive interventions in this sector as a critical economic driver that can prepare workers for the network economy.

The Office of Arts and Culture's [Community Centered Roadmap](#) envisions an inclusive, equitable creative economy in Seattle.

The University of Washington's Evans School of Policy and Governance's [Assessing the Creative Economy of Seattle through a Race & Equity Lens](#)

[The Creative Advantage](#) is the Public Schools arts plan, a city-wide initiative to establish equitable access to arts learning for every Seattle Public School student.

[Film Industry Roundtables: Summary of Findings and Recommendations](#) are the film industry and community recommendations for the City's prioritization of film production in Seattle.

Career Connected Learning Grant Opportunity Request for Proposals

Cover Sheet

Organization Information

Organization Name	
Agency Primary Contact Information <i>(Name, email, phone number)</i>	
Leader Contact Information <i>(Name, email)</i>	
Agency Address	
Agency Phone Number <i>(if different from above)</i>	
Agency Website	
Agency Type <i>(Community Based Organization, School, Government or Public Agency, Other – please specify)</i>	

Proposal Overview

Program Name	
Career Connected Learning Activity <i>(Check all that apply)</i>	<input type="checkbox"/> Career Awareness <input type="checkbox"/> Career Preparation <input type="checkbox"/> Career Exploration <input type="checkbox"/> Career Launch
Industry Connection <i>(Check all that apply)</i>	<input type="checkbox"/> Information Technology <input type="checkbox"/> Maritime <input type="checkbox"/> Clean Technology <input type="checkbox"/> Inclusive Creative Industries <input type="checkbox"/> Manufacturing
Funding Amount Requested	
Expected Number of Youth Served	
Focus Youth <i>(Check all that apply)</i>	<input type="checkbox"/> African American/Black <input type="checkbox"/> Immigrant/Refugee <input type="checkbox"/> Underserved Asian <input type="checkbox"/> Youth at risk of not completing high school <input type="checkbox"/> Native American / Alaska Native <input type="checkbox"/> Opportunity Youth <input type="checkbox"/> Latinx <input type="checkbox"/> Youth experiencing homelessness/ housing instability <input type="checkbox"/> Pacific Islander <input type="checkbox"/> LGBTQ youth <input type="checkbox"/> Foster Youth
Employer Partner(s)	
Agency Type <i>(Community Based Organization, School, Government or Public Agency, Other – please specify)</i>	
How will the requested funds be used? <i>(Check all that apply)</i>	<input type="checkbox"/> Create a new program <input type="checkbox"/> Serve additional participants <input type="checkbox"/> Add additional activities to current programming

	<input type="checkbox"/> Test a new model or method for implementing activities <input type="checkbox"/> Engage and partner with employers <input type="checkbox"/> Provide professional development for staff and/or teachers
<p>In which City Council District(s) do you propose to provide programming? <i>(Check all that apply)</i> https://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmembers</p>	<input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7