

Request for Proposals

Career Connected Learning

RFP Release Date: February 28, 2019

Proposals Due: March 31st, 2019

OED Background

The City of Seattle Office of Economic Development (OED) brings together a network of partners to ensure Seattle residents get the education and training they need to obtain high quality jobs. We are dedicated to strengthening our economy by growing 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.

With a focus on youth of color, low-income youth, immigrants and refugees, youth at risk of not completing high school or equivalency and opportunity youth¹, OED ensures that all youth have the competencies and skills to be successful in the labor market.

Timeline

RFP Released February 28, 2019

Question Period February 28, 2019 – March 27th, 2019

Between February 28, 2019 and March 27th, 2019, 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: <http://www.seattle.gov/economicdevelopment/about-us/our-work/workforce-development/youth-employment#funding>

Applications Due March 31st, 2019

Proposals must be emailed to sasha.gourevitch@seattle.gov by midnight on March 31st, 2019.

Award Notifications April 12th, 2019

¹ Opportunity Youth are youth ages 16-24 who are not working and not in school

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 1 year 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.

Opportunity

While Seattle's unemployment rate is roughly 4.7 percent², the unemployment rate for Seattle's youth ages 16-19 and 20-24 are 22 percent and 8.3 percent respectively. While there is no unemployment data that combines age and race, we know that unemployment rates vary by race:

- White: 3.8 percent
- Black or African American: 11.3 percent
- American Indian and Alaska Native: 7.7 percent
- Asian: 5.3 percent
- Native Hawaiian and Other Pacific Islander: 11.0 percent
- Other: 9.5 percent
- Two or more races: 6.1 percent

In addition, Seattle will have roughly 403,000 job openings in the next five years (2019-2024). These jobs include new jobs (59,000) and replacement jobs (344,000 including people who retire or permanently leave an occupation).³ Seattle must adequately prepare our young people for the opportunities ahead with the goal of improving the number of residents with a living wage career and eliminating inequities in race and ethnicity.

OED is seeking innovative proposals to provide career experiences and opportunities for young people ages 14-24 that provide access to and preparation for employment in Seattle's economy. Project proposals must clearly demonstrate how projects are addressing employer talent and hiring needs and include a partnership with at least one employer. Activities must be connected to IT, entrepreneurship, healthcare, creative economy⁴, manufacturing, maritime or aerospace.

All awarded grantees will be required to participate in 2-3 cohort meetings to foster learning among the cohort, share learnings with external peers and inventory best practices for career connected learning and skill attainment. To further this effort, funded partners will be required to participate in 1-2 interviews or focus groups.⁵

² 2013-2017 American Community Survey 5-Year Estimates for Seattle

³ Emsi 2018.4, QCEW, Non-QCEW

⁴ For a list of creative occupations please refer to the Appendix

⁵ Dates for cohort convenings and focus groups will be finalized based on grantee availability

Grant award amounts may range from \$10,000- \$25,000. The number of grants awarded will be dependent on the number of proposals selected, requested funding amounts and available funding.

Program Models



Figure 1

Figure 1 depicts the career connected learning framework that OED has created using best practices and research from the field to provide developmentally appropriate activities for young people as they progress toward jobs and careers.

- 1) *All Seattle youth have a window into the region's economy.* **Career Awareness** activities provide opportunities to expose young people to new jobs and careers to help youth begin to see themselves in our local economy. These activities focus on introducing youth to employers and their employees, exploring occupations and industries and learning how to access classes and training programs.
- 2) *Seattle youth have experiences to guide their career decisions.* **Career Exploration and Preparation** activities support experiential and hands-on learning opportunities where youth begin to test out career pathways. Youth learn what jobs interest them and are aligned with their values. Training programs should begin to align competencies and skills to employer demand and provide job readiness training through program design, curriculum or specific experiences.
- 3) *Seattle youth have experiences to build career skills and networks.* **Career Training and Immersion** activities include technical training and skill-building experiences like internships, attainment of industry recognized credentials and credit-bearing work-based learning opportunities. At this stage in the continuum, youth are beginning to build stackable credentials and learning industry-specific skills.
- 4) *Seattle youth have experiences to accelerate career entry & progression.* **Earn & Learn for Career** activities create on-ramps to employment and provide opportunities for youth to earn wages while learning specific skills and competencies for their chosen career pathways. Youth have built up a portfolio of experiences, competencies and skills and are ready for permanent employment or further advanced training upon program completion.

Applicants must:

- Describe whether this is a new program or if this proposal adds activities or increases the number of participants in an existing program
- Demonstrate how proposed activities align to one or more of the program models
- Include an employer partner as part of the design and implementation
- Articulate how proposed activities support competency and/or technical skill attainment
- Demonstrate 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
- Describe how the proposed activities will gather youth feedback throughout activities and programming

Applicants are encouraged to:

- Design activities that include relationship building and social capital⁶
- Demonstrate how activities and programs are connected to education and career pathways and how participants will be ready and referred for the next step in a pathway
- Include youth voice into the project design

Criteria for Eligible Youth Participants

- City of Seattle residents
- Ages 14-24
- Applicant must demonstrate that activities will primarily serve OED's priority populations:
 - Youth of color
 - Low-income youth
 - Immigrants and refugees
 - Youth at risk of not completing high school or equivalency
 - Opportunity youth
 - Homeless or housing insecure youth

Allowable Expenses:

- Curriculum design
- Wages and stipends*
- Youth incentives*
- Staff salaries
- Youth transportation
- Food for participants directly engaged in activities
- Equipment, to the extent necessary for ongoing service/program delivery
- Substitute teachers
- Approved subcontractors
- Activities may take place in- or out-of-school

⁶ <https://www.brookings.edu/research/pathways-to-high-quality-jobs-for-young-adults/>

- 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.⁷

OED will NOT FUND:

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

Job Readiness Competencies

In May 2018, OED published [Job Readiness Skills for Youth: A Clear and Actionable Definition](#). The report identifies the difference between *career awareness activities*, such as resume writing, career interest development and outreach to employers, and *job readiness training*, the skills and competencies that help youth attain an internship or job and successfully persist on the job. Through interviews with employers, workforce organizations, youth serving organizations and youth and secondary research, the author identified five core competencies for job preparation:

1. *Time management and punctuality*: moving from simply showing up at the right time and place to the ability to meet deadlines and demonstrate respect for co-workers' time.
2. *Professional orientation*: including appearance, attire, attitude, demeanor and the ability to think about how early-career jobs fit into a career trajectory.
3. *Team work ethic*: including leadership abilities, being helpful to others and valuing others' contributions.
4. *Verbal communication*: including the ability to ask questions and be proactive about work tasks and responsibilities ahead. Importantly, verbal communication is commonly misconceived as "articulateness" or "being articulate," but "being articulate" is not correlated with high performance when measured in performance reviews.
5. *Problem-solving*: including the ability to break problems down into smaller pieces as well as critical thinking and decision-making skills.

Applicants will be asked to describe how proposed strategies incorporate these job readiness competencies in keeping with the program model the proposed activities are aligned to. If awarded, grantees may work with their OED representative who can provide technical assistance to develop an appropriate workplan given the proposed activities and level of funding. Not every project will have the same level of job readiness integration and reporting.

⁷ <http://www.lni.wa.gov/IPUB/700-173-000.pdf>

Reporting Requirements

Awarded grantees will be required to provide a narrative of activities along with data metrics.

If proposed activities are direct service, data reporting may include:

- Demographic data (age, race/ethnicity, education level, etc.)
- Number of participants enrolled in each activity
- Percent of participants who complete program or activity
- Percent increase in competency and/or skill attainment
- Percent earning credential
- Percent of participants referred or connected to next step (post-secondary enrollment, partner organization, targeted class enrollment (e.g. CTE or Skills Center courses)
- Percent transitioned into employment in targeted sector

If the proposed project is at a systems level (program alignment, curriculum development, articulation agreements, etc.) reporting may include:

- Number of youth, teachers, employers that will be served as a result of the activities
- Description of efficiencies and alignment that has resulted or will result based on activities
- Peer networks and support created and/or integrated
- Public perception and awareness changes

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

Application Instructions

Please submit the application in Word or PDF by March 31st 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 April 1st of award status.

Applications should not exceed six (6) pages including the budget. Please provide the following information in your application:

1. Organization Overview
 - a. Organization and primary contact information
 - b. Mission statement
 - c. Brief history of organization
 - d. Brief description of relevant programs and services and their outcomes
2. Needs Statement
 - a. Brief description of the need and gaps that this proposal is addressing
3. Project Information
 - a. Project title
 - b. Detailed description of the program model(s) and activities for which you are seeking funds

- i. Describe if the proposed activities and funding will 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
 - ii. If applicable, describe how funding will be blended with or complementary to other funding
 - c. Description of how the proposed activities connect 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
 - d. If applicable, a description of how activities and programs are connected to education and career pathways and how participants will be ready and referred for the next step in a pathway
 - e. List of partners and respective roles
 - i. At least one employer partner is required—please include a letter of support from the employer (not included in the 6-page limit)
 - f. Description of job readiness and competency attainment plan
 - i. Brief explanation of how the organization provides job readiness competencies to youth participants and how attainment levels are measured; or
 - ii. Brief description of how the proposed activities lead to an increase in job readiness competencies and any extra support that may be needed to achieve this goal
 - g. Proposed project timeline
- 4. Measurement and Evaluation Plan
 - a. Description of how activities will lead to desired outcomes
 - 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
- 5. Budget with leveraged funding

Scoring Criteria

Criteria	Points
Organization Experience 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 the target population 	10
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 	15
Project Information <ul style="list-style-type: none"> The applicant has clearly articulated a project plan aligned to OED's career connected learning framework The proposed activities support career development in IT, entrepreneurship, healthcare, creative economy, manufacturing, maritime or aerospace. The proposal describes partner organizations, including at least one employer The proposal describes how proposed activities improve job readiness and competency/skill attainment The applicant has demonstrated how the proposed activities connect 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 The application incorporates youth feedback and program reflection from participants If applicable, the proposal includes a description of how activities and programs are connected to education and career pathways and how participants will be ready and referred for the next step in a pathway 	50
Outcomes, Data Collection, Reporting and Monitoring <ul style="list-style-type: none"> Applicant has demonstrated how proposed activities lead to desired outcomes Application includes an evaluation plan that includes youth feedback 	25

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

Creative Occupations and Selected Statistics⁸

SOC	Description	2012 Jobs	2017 Jobs	2017 Location Quotient	Median Hourly Earnings
11-2011	Advertising and Promotions Managers	306	362	2.20	\$52.86
11-2021	Marketing Managers	1,945	2,424	2.24	\$63.83
11-2031	Public Relations and Fundraising Managers	698	818	3.11	\$52.49
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	275	266	1.34	\$16.49
15-1131	Computer Programmers	3,008	3,381	2.61	\$57.37
15-1132	Software Developers, Applications	11,458	15,728	4.65	\$61.83
15-1134	Web Developers	1,868	2,647	2.61	\$36.36
17-1011	Architects, Except Landscape and Naval	1,910	2,397	3.52	\$31.98
17-1012	Landscape Architects	350	429	3.39	\$33.29
17-1021	Cartographers and Photogrammetrists	76	98	1.53	\$38.65
25-4011	Archivists	48	75	2.30	\$30.91
25-4012	Curators	85	111	2.14	\$30.41
25-4013	Museum Technicians and Conservators	91	113	2.26	\$22.98
25-4021	Librarians	565	711	1.44	\$35.18
25-4031	Library Technicians	637	835	1.80	\$22.27
25-9011	Audio-Visual and Multimedia Collections Specialists	13	14	0.35	\$23.61
27-1011	Art Directors	962	1,175	1.84	\$13.48
27-1012	Craft Artists	667	800	1.69	\$4.78
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	1,276	1,526	1.73	\$7.06
27-1014	Multimedia Artists and Animators	908	1,139	2.63	\$20.07
27-1019	Artists and Related Workers, All Other	94	115	1.11	\$8.70
27-1021	Commercial and Industrial Designers	390	467	1.65	\$22.27
27-1022	Fashion Designers	219	263	1.89	\$23.89
27-1023	Floral Designers	284	296	0.92	\$11.13
27-1024	Graphic Designers	3,082	3,688	2.09	\$17.74
27-1025	Interior Designers	1,477	1,732	2.82	\$18.02
27-1027	Set and Exhibit Designers	137	159	1.78	\$18.88
27-1029	Designers, All Other	91	108	1.75	\$20.96
27-2011	Actors	704	928	1.66	\$11.75
27-2012	Producers and Directors	1,397	1,577	2.46	\$28.39
27-2031	Dancers	239	245	2.12	\$12.59
27-2032	Choreographers	68	73	1.87	\$21.78
27-2041	Music Directors and Composers	504	567	1.17	\$10.21

⁸ Office of Economic Development and Office of Film+Music, “Creative Economy Report 2018” Working Paper (draft mode). John Crawford-Gallagher.

27-2042	Musicians and Singers	2,806	3,265	1.59	\$12.05
27-2099	Entertainers and Performers, Sports and Related Workers, All Other	622	701	1.39	\$14.75
27-3011	Radio and Television Announcers	343	338	1.92	\$17.80
27-3021	Broadcast News Analysts	82	81	2.12	\$23.62
27-3022	Reporters and Correspondents	451	499	1.86	\$15.93
27-3031	Public Relations Specialists	1,908	2,207	2.01	\$30.80
27-3041	Editors	1,138	1,400	1.56	\$22.16
27-3042	Technical Writers	321	378	1.42	\$32.88
27-3043	Writers and Authors	2,912	3,683	1.84	\$12.48
27-3099	Media and Communication Workers, All Other	197	227	1.36	\$20.49
27-4011	Audio and Video Equipment Technicians	551	670	1.59	\$18.05
27-4012	Broadcast Technicians	284	282	2.00	\$16.82
27-4013	Radio Operators	<10	<10	1.60	Insf. Data
27-4014	Sound Engineering Technicians	237	282	2.61	\$31.37
27-4021	Photographers	4,732	5,664	1.49	\$11.40
27-4031	Camera Operators, Television, Video, and Motion Picture	207	227	1.47	\$24.26
27-4032	Film and Video Editors	205	255	1.18	\$25.75
27-4099	Media and Communication Equipment Workers, All Other	122	138	1.47	\$32.65
47-2044	Tile and Marble Setters	186	249	0.76	\$23.69
47-2161	Plasterers and Stucco Masons	33	38	0.30	\$31.51
51-6041	Shoe and Leather Workers and Repairers	90	76	0.83	\$16.82
51-6051	Sewers, Hand	128	112	1.20	\$10.02
51-6052	Tailors, Dressmakers, and Custom Sewers	626	662	1.38	\$14.33
51-7011	Cabinetmakers and Bench Carpenters	177	195	0.42	\$16.20
51-7021	Furniture Finishers	99	96	0.86	\$16.34
51-7031	Model Makers, Wood	<10	<10	0.87	Insf. Data
51-9051	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	38	44	0.58	\$17.61
51-9151	Photographic Process Workers and Processing Machine Operators	82	81	0.78	\$21.55
51-9194	Etchers and Engravers	49	72	1.29	\$23.94
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	151	145	0.68	\$19.42

Complementary Research

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.