**AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY #75-186**

**2017 WIOA YOUTH CAREER PATHWAYS APPENDICES**

Appendix A: **Logic Model**

All pilot programs will be required to complete a **Logic Model** in order to create a framework for activity. This logic model will help to create the action plan that all programs will be required to submit within the first quarter of the pilot program period.

The Logic Model will help to create an evaluation strategy that will inform the opportunity youth program work going forward. Evaluation serves to support program and strategic planning, it helps to communicate organizational goals and progress, and serves as a basis for ongoing learning to make your work stronger and more effective.

In preparing to develop a logic model to support the application for the Regional Opportunity Youth Systems, please refer to the [Innovation Network’s Logic Model Workbook](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf), which includes a helpful Logic Model Builder to help streamline this process.

A logic model will help an organization to define:

* What are short and long term goals?
* What are the inputs? What will you invest (staffing, funding, technology, etc.)
* What are the outputs? What we are doing? (activities and interventions)
* External factors? What are some things we cannot control?
* Assumptions? What do we already know (what is the existing knowledge)

A logic model template is provided in Appendix B.

Appendix B: **Logic Model Template (*please see the resources made available by the*** [***Innovation Network***](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf) ***in the development of the Logic Model)***

**Program Name:**

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| **Problem Statement:**  **Program Goals:** |

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| **Resources: (*What resources do you have to work with)?*** |

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| **Activities**  ***What happens in our organization?*** | **Outputs**  ***What are the tangible products of our activities?*** | **Short-term Outcomes**  ***What changes do we expect* *to occur within the short term?*** | **Intermediate Outcomes**  ***What changes do we want to see occur after that?*** | **Long-term Outcomes**  ***What changes do we hope to see over time?*** |
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Appendix C: **Measurement**

Pilot programs will be measured on Process Measures as well as WIOA Youth Performance Measures.

Pilot programs will be assessed on a series of process measures which will help to determine what processes are most important for the development of a model which support the goal of this pilot period, which is ***to develop an approach which supports regions to work collectively using a career pathways model to address Opportunity Youth needs.***

**Process Measures:**

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| **Program Activity** | **Process Measure** |
| Participation in Community of Practice | * Program leads identify 1 lead to act as program emissary on monthly calls and bi-annual meetings * Program emissary participates regularly in the Community of Practice monthly calls and bi-annual meetings |
| Youth Participation in the Opportunity Youth Ambassador Program | * Program leads identify 2 opportunity youth to act as program ambassador * Youth Program Ambassador participate regularly in monthly calls and bi-annual meetings |
| Development of a Continuous Improvement Plan | * Program leads provide a continuous improvement plan by the end of the 2nd quarter of the grant * Program leads provide regular updates on the continuous improvement plan during monthly calls * The continuous improvement plan is used to develop an interim report at the end of 18 months |

Pilot programs will also be assessed on their ability to follow through on activities outlined in their **action plan** that are directly aligned to the needs identified in the development of **Career Pathways Self-Assessment Tool** and the outcomes identified in the development of their **Logic Model.** The evaluation tool for future programs will be co-created with programs as part of this pilot process.

**Performance Measures:**

Pilot programs will also be assessed on [WIOA Youth Performance Measures](https://www.doleta.gov/performance/guidance/tools_commonmeasures.cfm#Glance) in the design of their community-based program. These measures will be built into the data collection process and will be presented as part of the feedback to communities.

Appendix D: **Career Pathways Self-Assessment Tool**

The Theory of Action in this Request for Application for addressing the needs of opportunity youth centers on the development of **career pathway systems**. There are Core Elements that are central to the development of these systems and can be organized into two distinct areas:

* **Career Pathway Backbone** 
  + Partnerships
  + Measuring Results and Continuous Improvement Methodology
  + Business Engagement
  + Sustainability
* **Career Pathway Program**
  + Contextualized Learning and Workplace Skills
  + Work-based Learning
  + Credentials, Certifications, and/or Postsecondary Access
  + High-Demand, Higher Skill
  + Participant Experience

This tool allows for a self-assessment of how your organization’s proposed program meets these core elements and will be used in order to assess progress and continuous improvement in program evaluation during the life of the grant. The use of this tool should be seen as a catalyst for community organization around this program in support of opportunity youth.

**How to use this tool:**

This tool identifies basic and advanced program criteria that helps to identify at which stage of development a career pathway program is in currently. *It is important to note that value judgements will not be made based on the stage of development of a career pathway program. Rather, program applications will be assessed on the development of the tool and action plan in relation to the elements articluted below.* **This tool will be used in conjunction with technical assistance sessions that will be held throughout the application period and will be used as a continuous improvement resource throughout the life of the grant** .

1. Working with partners, program applicants must work determine what criteria is currently in use and/or needs to still be identified.
2. Program applicants must provide an explanation of current status and identified needs under each element.
3. The current status and identified needs should be used to create the 12-18 month **action plan**.

**What is required:**

1. This tool must be turned in with the application for funding under the Standing Youth Committee WIOA Opportunity Youth Funds, in conjuction with an associated **action plan** (Appendix E).
2. This tool should be developed with cross-sector partners (as appropriate to the program in question), including;
   1. 2 employer partners
   2. Local workforce innovation board
   3. Local development agency (if different from the IWIB)
   4. An area chamber of commerce, CEO roundtable, or similar private association of businesses
   5. Participating community college(s) (as appropriate)
   6. Participating school district(s) (as appropriate)
   7. Participating 4 year University (as appropriate)
   8. Participating community-based and/or faith-based organizations

The Career Pathways Self-Assessment Tool is organized in two sections: **Career Pathways Backbone** and **Career Pathways Program**

**Career Pathways Backbone**:

Career Pathway Program Backbone elements are focused on ownership, capacity, and sustainability. The elements that have been identified as:

* **Partnerships:** Specifically, are there partners (who minimally include secondary and postsecondary educational institutions, public and private employers and workforce development boards) who will plan and commit to leveraging resources to educate, train, support, and/or identify employment for youth?
* **Business Engagement/Investment:** Do employers play a leadership role in developing and managing career pathway programs to ensure that careers are in demand at the local, regional, and/or state level, content is current, and work-based learning opportunities are offered throughout the pathway experience?

**Measuring Results and Continuous Improvement:** Are pathway programs measuring results on indicators and benchmarks and using them to improve performance to remain responsive to the needs of the pathway participant and the business community?

**Sustainability?** Is there a sustainable funding mechanism to keep the project running beyond the term of the grant? Is this plan part of a broader and long-term public and private human resources strategic commitment?

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *1. Partnerships*  (Ownership, Capacity, Sustainability) | * Partnerships include secondary and postsecondary education, employers, and workforce development boards * Partners commit to collaborating in the development and administration of a career pathway program | * Partner roles & relationships are defined and a work plan developed in collaboration across partners * An MOU or other agreement been drafted and signed that binds agencies to long-term support of the career pathway * Partners take ownership in the development, improvement, and outcomes/performance of pathway programs * Partners meet on a regular basis to share work, identify new opportunities, and consider ways to expand their collaborations * Partners leverage resources to implement pathway programs | * Statement of Need * Proposed Scope of Work, Budget * Partner/Provider Checklist * Memorandum of Understanding (MOU) or Charter |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *2. Business Engagement*  (Ownership, Capacity, Sustainability) | * Employers participate in regular meetings/discussions about pathway programs * Employers share views on local, regional, and state labor market needs related to pathway programs expected job openings and changing employment skill requirements * Employers offer work-based learning experiencces to pathway program participants | * Employers play a leadership role in developing and managing career pathway programs to ensure the careers are high demand/higher skill at the local and/or state level, content is current, and work-based learning opportunities are integrated throughout the pathway experience * Employers understand the return on investment for participation in a career pathways system and assist in recruiting additional employer partners | * Meeting minutes * Business checklist * HR inventory * Menu/continum of options for business engagement * Robust needs assessment * Business partner checklist * MOU/ long-term business commitment to program |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *3. Measuring Results & Continous Improvement Methodology*  (Capacity, Sustainability) | * Career pathway program employs a continuous improvement process, including performance data collection and data-driven improvement strategies | * Processes for ‘quick’ change/improvement are in place based on program performance results * A data collection and analysis strategy is in place with opportunities to share and discuss information between/among service providers * Metrics have been developed to track partnership outcomes * The program provides a definition of a Measurable Skills Gain | * Description of data-driven improvement strategy * Full list of data elements collected * Performance results on required measures * Strategies for making change in pathway content/ experiences * Plan to regularly revisit scope of work |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *4. Sustainability* | * A combination of public and private partners collaborate to identify sources of funding for the program and blend/braid funding * All key programmatic decisions are based on data (both collected from program itself and outside research) * Schools and employers formally commit to sustaining the career pathway program beyond the grant term | * Local policies support the implementation of pathways components * Career pathways funding plan includes a start-up budget and a long-term sustainability plan with revenue stream projections and budget * Partners establish a dedicated funding team responsible for long-term financial planning * Identify/employ dedicated staff to maintain business/education and other pathway partnerships with community organizations, (e.g. labor or community-based organizations) | * Career pathways funding plan * Establishment of funding team * Dedicated staff to maintian business/ education partnerships * Data collection processes (either through dashboard or local collection efforts) * Documentation of local policies that support pathways program implementation |
| Current Status and Identified Needs: |  | | |

**Career Pathway Program Elements:**

Career Pathway program elements are focused on education and training, foundational disciplines/ employability skills, and learning by doing. The elements have been identified as follows:

**Work-based learning experiences*:*** Do the career pathway programs include opportunities to experience the workplace through related paid or unpaid internships, apprenticeships, student organization activities, and capstone projects? Do these experiences provide for the opportunity to increase foundational skills?

**Credentials, certifications, and/or Post-secondary access:**Specifically, is it a credential that consists of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal government, or an associate or baccalaureate degree with opportunities to obtain advanced standing throughout the pipeline (such as early college credit)?

**High demand industries that result in high skill occupations:**Do the career pathway programs address high-demand industries and occupations that meet state, regional, and local youth earnings goals and provide career advancement opportunities to higher skill and higher earnings jobs?

**Individual career/employment plans used in conjunction with these programs:** Based on career information access, are individual career/employment plans developed by participants who enter pathway programs that outline the individual goals and path of coursework/experiences needed to attain those goals?

* **Individual supports:** Is a comprehensive set of support services available that to meet the individual needs of each pathway program participant?
* **Contextualized learning and foundational/workplace Skills:** Specifically, is there a primary focus on the development of foundational skills in the application of learning with integrated content? Is instruction related to real-world, real-life situations and experiences? Has instruction been linked to an increase in digital literacy skills, specifically the ability to find, utilize, evaluate, share, and create content using information technologies and the Internet?

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *5. Work-Based Learning*  (Education, Foundational Disciplines/Soft Skills, Learn by Doing) | * Career pathway programs include opportunities for all participants to engage in activities along the work-based learning continuum * Employer partners provide a variety of opportunities, including: site visits, internships, apprenticeships, student organization activities, etc. * The workplace learning opportunity directly provides for the development of foundational skills | * Employers commit to specific roles identified in action plan * Pathway program has a documented coordination strategy with employers and schools to deliver work-based learning model * Work-based learning opportunites can result in academic credit along the pathway * Work-based learning opportunities have embedded foundational/employability skill building activities along the work based learning continuum | * Agreements with employers for work-based learning/ subsidized internships * Structured coordination strategy |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *6. Credentials, Certifications, and/or Postsecondary Access*  (Education, Learn by Doing) | * Career pathway programs incorporate industry-recognized credentials as a core outcome for all participants * Programs articulate clearly to postsecondary credential programs | * Industry-recognized credentials are defined at all stages of the pathway * Connections between pathway credentials are clearly defined, including how they can be stacked for furhtwer educational and career advancement * Program provides an opportunity for integration of adult basic education components in addition to earning high school equivalency * Program provides opportunities for advanced credit/ credential attainment | * Marketing strategy (value of certification and/or credential * Career Pathway visual/map * Articulation agreement * Program Participant/Student Checklist * Career Pathway map |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *7. High Demand, Higher Skill*  (Education, Learn by Doing) | * Career pathway program utilizes Labor Market Information (LMI) to identify local, regional, and state economic trends and goals to define sector focus | * Employers validate career pathway selection * LMI substantiates that employment opportunities within career pathway provide career advancement opportunities to higher skill and higher earning jobs * Program has established ongoing analysis of skill sets and workforce projections | * LMI * Validation documents by employers |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact |
| *8. Individual Career/Employment Plans* | * Programs utilize a Career Information System (CIS) to guide career exploration * Academic and/or career counselors assist participants in developing a career/employment plan that outlines coursework, milestones, and activities | * Individual career/employment plans include industry-recognized credentials at each stage of the career pathway | * Use of Career Information System (CIS) * Individual Career Plan/Individual Learning Plan prototype * Strategy description of career advisement |
| Current Status and Identified Needs: |  | | |

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| Element | Basic Program Criteria | Advanced Program Criteria | Evidence/Artifact | |
| *9. Individual Supports* | * Academic and career advising provided to program participants * Pathway program structure and supports are documented and made readily available to potential and current participants | * IRT's are established for individuals with significant support needs to coordinate/ leverage resources * A broad array of supports are made available to program participants to facilitate their pathway participation experience. This may include transportation assistance, socio-emotional learning activities, etc. | * Description of available support services and opportunities to access * IRT notes/Transition Planning Notes (WorkNet) | |
| Current Status and Identified Needs: |  | | | |
| Element | **Basic Program Criteria** | **Advanced Program Criteria** | | **Evidence/Artifact** | |
| *10. Contextualized Learning & Work-Based Skills*  (Education, Foundational Disciplines/Soft Skills) | * Pathway program addressed work-based skills, including foundational/ employability skills * Pathway instruction relates to real-world, real-life situations and experiences | * Career pathway program integrates **technical and soft skills** training into academic coursework * Foundational (soft skills) are explicitly addressed in education and training * Curriculum content standards include pathway-contextualized teaching and assignments | | * Curriculum content standard and pathway curriculum/ course map * Work-based skills listing * Foundational skills map to academic coursework | |
| Current Status and Identified Needs: |  | | | | |

Appendix E: **Standing Youth Committee: 12-18 Month Action Plan Template**

**Community and Program Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Action Steps/ Tasks**  What will be done? | **Responsibility**  Who will do it? | **Timeline**  When will it begin and when will it be completed? | **Resources**  What resources are available and still need to be obtained? | **Partners**  Who will be (need to be involved) to carry out this task/step? | **Challenges**  What challenges/ barriers do you anticipate? | **Communication**  How will you communicate this task/step to partners? | **Accomplishment/ Outcome**  What will this task/step accomplish? |
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