2020 Request for Proposals (RFP)
Career Connected Learning

Hawai'i Community Foundation

BACKGROUND

Job posting websites tell the story — agricultural drone pilot, robotics engineer, AI developer, autonomous driving engineer, 3D/VR producer. These jobs didn't exist five years ago, and jobs we've not yet imagined will need filling five years from now. It sounds exciting, sure, but it's also a challenge: How can we possibly prepare today's learners to thrive in such a future? How can we help Hawaii's employers recruit, hire and retain qualified local talent to fill needed jobs?

A common thread in these career opportunities is the increasing value of skills rooted in science, technology, engineering and mathematics (STEM). Not only because 10 of the top 14 fastest growing industries[1] require STEM training, but because workers need STEM literacy to thrive in the modern world. For this RFP, "STEM" is defined expansively to include all fields of study and work related to science, technology, engineering and mathematics. It includes not just substantive knowledge, but also the employability skills[2] valued by STEM employers, like the ability to innovate, think critically, work collaboratively in teams, solve complex challenges, and constantly adapt to new technology. "STEM jobs" includes the entire spectrum of occupations requiring STEM knowledge, from administrative support using computer skills to highly specialized post-doctoral applied research.

In Hawai'i, there are career opportunities at all levels of STEM fields like renewable energy, health care, cybersecurity, marine science, and tropical agriculture. New research highlights exciting diversity in STEM occupations (from actuaries to zoologists) and is helping us better understand the skill building and education pathways for all types of future workers to reach these careers. In addition to the well-documented 25% average growth in professional STEM career tracks for fields like biomedical engineering or computer systems analysis, some studies show that half of all work demanding STEM knowledge is available to people without a four-year college degree and pays wages 10% higher than work with similar education requirements.

Preparing future workers for STEM careers is about helping all of them succeed, including those with fewer opportunities due to socio-economic status, geographic isolation, or learning differences. Regardless of a future worker's route through advanced education or through vocational training, there are proven strategies that promote success for Hawaii's learners:

> Offer more career connected learning: Often delivered in partnerships between schools, community groups, and businesses, career connected learning provides youth with a range of real-world experiences to develop and apply academic, technical, trade, and entrepreneurial skills to support their future career success. These experiences span a continuum from career awareness to exploration to preparation to training and include worksite tours, career presentations, industry-based design challenges, and internships. Students report that experiences gained in work settings and advice from people working in their fields of interest are the most valued sources as they navigate decisions along their college and career pathways.
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> Build in-demand skills: The new world of work demands learning and innovation skills such as analytic reasoning, complex problem solving, and teamwork to help future workers succeed even as the pace of technological and economic change accelerates. Digital literacy and social/emotional intelligence will help people communicate as workplaces become more diverse and unbounded. Thriving in a changing environment also requires adaptability and a lifelong learner mindset.

[1] *Links are included in this RFP for quick access to resource materials. A resource list compiling all links in the RFP, including URLs, is provided at the end of the RFP.*

[2] *Employability skills are sometimes referred to as "soft skills" in the STEM learning literature.*

Personalize learning: Research from the learning sciences has pointed out that students thrive and persist in all fields of study when education methods address their individual learning styles. Hawai‘i is among the most diverse communities of learners in the country and has some highly effective practices that tailor learning to individual students. Project-based and culture-based learning is supported by research and on the rise locally. Various educational technology tools based on the science of learning, have emerged as promising supports.

For more background explanations about these three proven strategies, please refer to the document, "Supplemental Information on CCL Strategies", on the same HCF web page where this RFP is posted: https://www.hawaiicommunityfoundation.org/career-connected-learning.

PURPOSE

The original version of this grant program by the Hawai‘i Community Foundation (HCF) was called the "Hawai‘i STEM Learning Partnership." From 2014-2017, the Partnership provided broad grant support to boost learning in STEM for over 12,000 Hawai‘i Island students and 900 educators. In early 2018 under the new program name, "Career Connected Learning," HCF increased our effort to strengthen the alignment between the diverse and growing number of STEM learning programs and the specific needs of Hawaii's STEM workforce. Due to the geographic focus of current funding partners for our 2020 grant program, applications will only be accepted for programs serving Hawai‘i County and/or Kaua‘i County.

Overall long-term goal of the Career Connected Learning program: ***Hawai‘i students pursue education for STEM-related industries that are needed in our state and gain employment that allows them to work, live and thrive in the islands***.

The following measures will indicate progress towards the CCL program goal:

1. More elementary and middle school students participate in STEM-related career awareness and exploration activities.
2. More students and emerging workers* apply learning through practical STEM-related experiences with local employers.
3. More high school and college students and emerging workers persist in STEM-related courses of study, training, and internships that correspond to needs in the job market.
4. More Hawai‘i students and emerging workers are hired for STEM-related jobs in Hawai‘i and persist in those jobs.

* The term "emerging workers" means people who have completed or are not currently engaged in formal classroom education and are seeking careers in STEM-related fields.

Programs are encouraged to use existing tools, resources and standards to achieve the CCL program goal. These include, but are not limited to:

1. Aligning proposed grant activities with HIDOE Career Readiness strategies and Hawai‘i Industry Sectors
2. Increasing utilization of "live" Hawai‘i-based datasets for decision-making, including the P-20 Hawai‘i Data eXchange and/or Hawai‘i Industry Sectors career exploration website
3. Connecting teachers and students with relevant industry experts using NEPRIS
4. Expanding effective local programs like STEMworks or implementing existing career planning tools like the Area Health Education Center's Hawai‘i Health Career Navigator.
5. Connecting high school and college students and emerging workers to existing employer-driven internship programs
6. Fostering a network in your community's STEM learning and workforce space

Examples of eligible activities include, but are not limited to:

- Career and technical education, work-based learning, internships, and dual enrollment opportunities for students in Hawaii's STEM fields;
- Evidence-based instruction practices that address diverse learner needs and promote student outcomes in STEM learning;
- Implementing use of education, counseling and career planning tools for students – examples: YouScience; Lifeplan; AHEC's healthcare career navigator book; or the HIDOE/UH/P-20 tool My Future Hawaii.
- Innovative approaches to professional development for teachers, counselors, employers and volunteers which increase cross-sector relationships and/or the ability to guide student decisions about STEM-related career pathways;

- Effective in-school, intersession or afterschool learning experiences for students that connect to local STEM careers and provide real-world problem solving opportunities; and
- Community partnerships and cross-sector projects that align education programs and Hawaii's STEM employer needs, including programs that increase employer effectiveness as a partner, such as mentor training or employer-based internship program planning.

ELIGIBILITY

Only applications satisfying all of the following eligibility requirements will be considered:

- Non-profit organizations with tax-exempt 501(c)(3) status and in good standing, or units of government such as Hawaii's public schools are eligible to apply. If your organization or project is not currently a 501(c)(3) organization, you may be able to work in partnership with a fiscal sponsor.
- Organizations must be currently providing services in the State of Hawai'i and have been providing those services in Hawai'i for a minimum of 2 years.
- Organizations must be in good standing with HCF. Organizations currently funded by HCF with overdue final reports, as of the CCL proposal deadline, are not eligible to apply. Organizations with final reports that are due after the CCL proposal deadline are eligible to apply.
- Organizations must provide programs serving Hawai'i County and/or Kaua'i County.
- For current (2019) CCL grantees only: if your currently funded 2019 CCL grant activities have been approved for extension beyond the original grant ending date, you may still apply for the 2020 grant program. However, new 2020 grant-funded activities, if awarded, must begin within calendar year 2020 after 2019 grant-funded activities have been completed.

GRANT RANGE AND REQUIREMENTS

Grant amounts will range in size appropriate to the proposed objectives, targeted population, and reach, the proposed activities, and the involvement of partnering organizations. Grant awards will be for one year. HCF anticipates that grants will range from approximately $5,000 - $50,000.

GRANTS *MAY NOT* BE USED FOR THE FOLLOWING:

1. Business or organization start-up plans;
2. Fundraising events;
3. For the benefit of specific individuals;
4. Re-granting (i.e., redistribution of these funds to other organizations or individuals)
5. Endowments; or
6. Major capital improvements including campaigns, construction or renovations (minor capital improvements required to implement programs are allowable).

GRANT PROPOSAL OPTIONS

Applicants may apply in one, but not both, of the following categories:

1. Programs serving students from kindergarten through 8th Grade, or serving K-8 teachers, trainers and counselors.
2. Programs serving students and emerging workers from 9th Grade up to early career, or serving teachers, professors, college and career counselors, trainers, mentors, internship programs, employers and networks supporting career connected learning from 9th grade up to early career.

If your proposed program serves both categories, then please submit your application in the category where the greater share of the grant funds will be spent, describe clearly the proposed work in both categories, and submit a program budget with separate revenue and expenses for each category.

K-8th grade. Proposals will be evaluated on how effectively the program:

- increases students' awareness of various STEM career opportunities,
- enhances teaching of core STEM content and basic workplace skills through project-based learning, and

- motivates young students to continue STEM studies and skill-building in high school and beyond, and
- proposes to measure and track these results to demonstrate impact over time.

9th grade up to early career. Proposals will be evaluated on how effectively the program strives to support participants to:

- apply STEM learning and workplace skills through direct practical experiences with local employers or community-based projects,
- persist in STEM-related training and courses of study that correspond to workforce needs in the community, or
- be hired for STEM-related jobs in Hawai'i and persist in STEM-related careers.
- Evaluation also will consider how the program proposes to measure and track these results to demonstrate impact over time.

APPLICATION INSTRUCTIONS

- Only complete, online applications will be accepted at: https://nexus.hawaiicommunityfoundation.org/nonprofit. The online Career Connected Learning application will be available by December 6, 2019. If you are a new user, click "New User Registration;" the registration process may take up to 2 days so please register early!
- The online application has fillable boxes with character limits. The character counts in MS Word do not match the character counts in the application. If you cut and paste your work into the application, please be sure your text fits the space provided.
- We recognize the significance of diacritical markings in written Hawaiian; however, the online application system is unable to accept diacritical markings. Please do not include these in your narrative responses as it may cause errors in the way the online system processes your proposal.
- Because there are two categories for proposals (K-8th Grade or 9th Grade up to Early Career), the online application will provide a separate application form for each category and applicants will be asked to choose one. Each form will have ten sections along with additional materials to be attached.
- For the questions with narrative answers (1, 2, and 6-10), please respond to the question written in bold lettering. The supplementary questions after the bold lettering are provided as suggestions that may be included in your response if applicable to your program. Applicants are not required to answer all supplementary questions.
- Questions 3, 4 and 5 request estimated numbers and other data about program participants and subjects. For those who have submitted applications to previous versions of this program, these questions are intended to replace the Program Matrix, which is no longer required for this RFP.
- Proposals will be reviewed by volunteer advisors and HCF staff. The strongest proposals will be those that meet all or most of the criteria stated in this RFP.

APPLICATION QUESTIONS

The following character counts are approximate to the specified page lengths based on single-spacing in Arial 12-point font with 1 inch margins.

Criteria	Application Questions
Project Statement	1. Please provide a clear and concise one-sentence description of the CCL project. (Maximum of 200 characters.)
Need and Program Overview (narrative answer)	2. Please describe the need or opportunity you are working to address that will expand or improve career connected learning for Hawaii's students, emerging workers and employers. Provide current data reflecting this need, preferably in the communities to be served. What are your key strategies and the major elements of the program, and when do they take place? Describe the demographics of your target population including number participating and location. How does your program fit into the landscape of existing efforts? Provide evidence that the program is addressing the need. *(max 4,000 characters = 1 page)*
CCL Indicators (drop down menu)	3. Which of the following CCL indicator(s) does your program address? Select all that apply and provide numbers for those selected.

3.a. – For applications in the K-8th grade category:

- More elementary and middle school students participate in STEM-related career awareness and exploration activities.
  - Number of participants last year
  - Projected number of participants this year

- More students apply learning through practical STEM-related experiences with local employers.
  - Number of participants last year
  - Projected number of participants this year

3.b. – For applications in the 9th grade up to early career category:

- More students and emerging workers apply learning through practical STEM-related experiences with local employers.
  - Number of participants last year
  - Projected number of participants this year

- More high school and college students and emerging workers persist in STEM-related courses of study, training, and internships that correspond to needs in the job market.
  - Number of past program participants currently persisting
    - Check here if these persistence numbers are not tracked
  - Estimated number that will persist after this year's program
    - Check here if these persistence numbers are not tracked

- More Hawai'i students and emerging workers are hired for STEM-related jobs in Hawai'i and persist in those jobs.
  - Number of past participants hired and/or persisting
    - Check here if these numbers are not tracked
  - Estimated Number that will be hired and/or persist from this year's program
    - Check here if these numbers are not tracked

3.b. (continued) The following questions are only required for applicants proposing to serve Kaua'i:

- Number of high school students engaged in work-based learning experiences tied to their field of study/career academy.
  - Check here if these numbers are not tracked

- Number of high school students engaged in career advising programs or initiatives.
  - Check here if these numbers are not tracked

- Number of employers providing work-based learning experiences for high school students tied to the students' field-of-study/career academy.
  - Check here if these numbers are not tracked

- Number of employers engaged in workforce transition programs such as internships, apprenticeships, summer jobs, etc.
  - Check here if these numbers are not tracked

Demographic Estimates (drop down menu)	4. Please provide the following demographic information about your program participants: a. Estimated number of program participants (students, teachers, volunteers, business partners, etc.) b. Age groups to be served by this program (enter whole number percentages only, total must equal 100%): Kindergarten thru Elementary School (5 – 10) Middle School (11 - 13) High School (14 - 18) Postsecondary (19 - 24) Young Adult (25 - 34) Adult (35 - 65) Senior (65+) c. Names of island communities or regions where program participants are from. d. Estimated number of employers participating (can include public and private sector employers, and grantee staff who model a STEM-related career). e. Please select the career readiness pathways promoted by your program (select all that apply): ☐ Arts and Communication ☐ Business ☐ Health Services ☐ Industrial and Engineering Technology ☐ Natural Resources ☐ Public and Human Services ☐ Other (please define if selected)
Program Curriculum (drop down menu)	5. Please indicate if your program uses one of the following models/curricula: ☐ FIRST Robotics (LEGO Jr., LEGO, TECH) ☐ Girl Scouts STEM Curriculum ☐ MATE Underwater ROV ☐ Project Lead the Way ☐ STEMworks ☐ VEX Robotics If you selected at least one of the above, you may choose to skip the next 3 sections (6, 7 and 8) and only complete the Financial Viability/Partnerships Section (9) and Capacity Section (10).
Challenging and Relevant Content (narrative answer)	6. Describe the program curriculum and expectations for participants. 6.a. – For applications in the K-8th grade category: How does your program increase students' awareness of various STEM career opportunities, enhance teaching of core STEM content and basic workplace skills through project-based learning, and motivate young students to continue STEM studies and skill-building in high school and beyond? How does your program align with the Next Generation Science Standards? Which HIDOE college and career readiness pathways are promoted by your program and how? How does your program utilize other existing tools, resources and standards to achieve its goals? (Max 2,500 characters = 3/4 page. 6.b. – For applications in the 9th grade up to early career category: How does your program help participants apply STEM learning and workplace skills through direct practical experiences with local employers or community-based projects, persist in STEM-related training and courses of study that correspond to workforce needs in the community, or be hired for STEM-related jobs in Hawai'i and persist in STEM-related careers? How does your program align with the Next Generation Science Standards? Which HIDOE college and

	career readiness pathways are promoted by your program and how? How does your program utilize other existing tools, resources and standards to achieve its goals? (Max 2,500 characters = 3/4 page.
Personalized Learning (narrative answer)	7. Describe how the program addresses the needs of diverse learners to succeed in Hawaii's STEM-related career pathways. How does the program utilize specific practices to promote attention to individual students' needs and different learning styles (may include mentors, work-based learning, and technology)? How do you tailor instruction for participants with learning differences (ADHD, dyslexia, etc.)? How do you address transportation issues for your target audience? *(max 2,500 characters = 3/4 page)*
Evaluation (narrative answer)	8. How are you measuring the results you are trying to achieve? Why are those measures good indicators of the effectiveness of your program? 8.a. – For applications in the K-8th grade category: What data do you collect to provide evidence that the program is reaching its goals and having a measurable impact on participant outcomes? How often are data collected and how are data used to continuously track progress and inform program revisions? *(max 2,500 characters = ¾ page)* 8.b. – For applications in the 9th grade up to early career category: What data do you collect to provide evidence that the program is reaching its goals and having a measurable impact on participant outcomes? How often are data collected and how are data used to continuously track progress and inform program revisions? How are/will you use the Hawai'i Data eXchange Partnership and/or Hawai'i Industry Sectors career exploration websites? How does your program utilize existing tools, resources and standards to achieve its goals? How do you stay informed about changing industry needs and employment opportunities, and how is that used in the program design? *(max 2,500 characters = ¾ page)*
Financial Viability and Partnerships (narrative answer)	*9.* How is the program financially supported? Please describe sustainability challenges and opportunities as well as how the program will ensure it is viable if/when philanthropic support ends. Describe your cross-sector relationships and how those are used to align education and training to workforce opportunities. How do you engage employers and business leaders to advance career connected learning in Hawai'i? *(max 2,500 characters = ¾ page)*
Capacity (narrative answer)	10. Describe your organization's capacity to implement the program successfully (e.g. history and experience of the organization in working with target population, key leaders and/or partners and their responsibilities and expertise, infrastructure that supports the program). Describe the staff or volunteers' knowledge of offering personalized learning, project-based learning, promoting connections between Hawaii's cultural context and contemporary STEM methodologies and connecting learning to workplace needs in the community. *(max 2,500 characters = 3/4 page)*

ATTACHMENTS

The first 3 items are required parts of your proposal; proposals missing any of these will not be reviewed.

1. One-page board or leadership group list with affiliations.
2. Program budget showing revenue and expenses, including expense categories such as personnel, administrative costs, equipment, supplies, and travel expenses.* "Program budget" means the entire program being proposed, not just the portion to be funded by the CCL grant. Program revenue should include revenue from other funders or partners.

3. The organization's current year operating budget and previous year's operating budget including income and expenses.**
4. *Optional: Recent program, activity and/or evaluation report, curriculum materials, strategic plan.*

* If you are a national organization please submit your Hawai'i project budget describing the proposed activities. Proposals without a Hawai'i-specific budget will not be considered.
** Public and charter schools, universities, or community colleges should provide a program budget that reflects all funding necessary to carry out the proposed program and whether that funding is committed, pending, or in-kind. The entity's entire operating budget does not need to be submitted.

If you are using a fiscal sponsor, please also attach the following documents:
1. Fiscal Sponsor's Board of Directors Resolution authorizing project fiscal sponsorship***
2. Fiscal Sponsor's agreement**
3. Fiscal Sponsor's Board of Directors list
4. Fiscal Sponsor's current year's operating budget and previous year's operating budget including income and expenses.

***Please see HCF website for sample Fiscal Sponsor materials at http://www.hawaiicommunityfoundation.org/nonprofits/fiscal-sponsor-materials.

FILE NAMING FORMAT FOR ATTACHMENTS

Please use the following descriptive file name format when uploading your files:
1. Application ID_Your Org Name_Name of File (for example, '145_HCF_Budget.pdf' or '145_HCF_Board of Directors.doc')
2. Do not use apostrophes, #, or parenthesis in your file name
3. Each file must have a unique file name
4. Each file size should be kept below 5000 KB

FINAL REPORTS

If awarded a grant, you will be asked to submit a final report on measurable results, including comparisons of your actual results to the information provided in your application, along with a financial expenditure report.

DEADLINE: Submit your application by clicking the "Submit" button at the end of the application no later than 4:00 p.m. HST, Friday, January 24, 2020

QUESTIONS ABOUT THIS RFP

If you have questions about registering your nonprofit on-line, the on-line application process, or your organization's final reports please contact: Kayla Abalos at kabalos@hcf-hawaii.org or (808) 566-5508. If you have any technical issues, please visit the Help Desk at http://www.hawaiicommunityfoundation.org/ticket

If you have questions about the RFP, please contact: Tom Matsuda, Program Director, tmatsuda@hcf-hawaii.org or (808) 566-5549. Questions from interested applicants and the responses will be compiled into a "Frequently Asked Questions" document to be continuously updated and posted in the same HCF website location as the RFP, https://www.hawaiicommunityfoundation.org/career-connected-learning. We encourage you to check these FAQs regularly as you prepare your application.

We estimate that grant award decisions will be made by mid-April, 2020.

ABOUT HAWAI'I COMMUNITY FOUNDATION

With over 100 years of community service, the Hawai'i Community Foundation (HCF) is the leading philanthropic institution in the state. HCF is a steward of more than 900 funds, including more than 250 scholarship funds, created by donors who desire to transform lives and improve communities. In 2018, HCF distributed more than $62 million in grants and contracts

statewide, including more than $6 million in scholarships. HCF also serves as a resource on community issues and trends in the nonprofit sector.

RESOURCE LIST

URLs for the links listed in this RFP, in order of appearance:

Page 1

10 of the top 14 fastest growing industries - https://www.bls.gov/emp/tables/occupations-most-job-growth.htm

exciting diversity in STEM occupations - https://www.onetonline.org/find/stem/?t=0

25% average growth - https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future/pdf/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future.pdf

half of all work demanding STEM knowledge - https://www.brookings.edu/research/the-hidden-stem-economy/

career connected learning – https://washingtonstem.app.box.com/s/6wgkxyrmgp83u0jssypp177c4nn5xc22

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Research from the learning sciences - http://digitalpromise.org/wp-content/uploads/2016/09/lps-growing_diversity_FINAL-1.pdf

Project-based - http://www.bie.org/

culture-based - http://www.ksbe.edu/_assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

educational technology tools – http://digitalpromise.org/initiative/learner-positioning-systems/

HIDOE Career Readiness strategies - http://www.hawaiipublicschools.org/TeachingAndLearning/CollegeAndCareerReadiness/Pages/home.aspx

Hawai‘i Data eXchange - http://hawaiidxp.org/

Hawai‘i Industry Sectors career exploration website - http://uhcc.hawaii.edu/workforce/index.php

NEPRIS - https://www.nepris.com/

STEMworks - http://www.womenintech.com/programs/stemworks/

Hawai‘i Health Career Navigator - http://www.ahec.hawaii.edu/resources/sc/

Keiki to Career - http://keikitocareer.org/

YouScience - https://www.youscience.com/

Lifeplan - http://www.lifeplaninstitute.org/

AHEC’s healthcare career navigator book - https://www.ahec.hawaii.edu/phcc/undergraduate

My Future Hawaii - https://www.myfuturehawaii.org/open/home

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Next Generation Science Standards - https://www.nextgenscience.org/

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learning differences - https://www.understood.org/en/learning-attention-issues/child-learning-disabilities

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Hawai‘i Community Foundation - https://www.hawaiicommunityfoundation.org/