# Foundations of Career and Academic Learning (FOCAL)

**Application for School Year 2019-2020**

**APPLICATION DUE FRIDAY, OCTOBER 18TH, 2019 at 4PM to** [**montoute@edvestors.org**](mailto:montoute@edvestors.org)

Successful high school graduates are creative problem-solvers, critical thinkers, collaborators, and communicators, equipped with the knowledge and skills to thrive in life after graduation. Recent research highlights the importance of preparing high school students for a range of post-secondary opportunities, leading to both college and career, through a series of coordinated supports. Massachusetts defines college and career advising as “the systematic implementation of a scope and sequence of learning objectives focused on the personal/social growth, academic planning, and career development education needed for student success”. While these areas have been an integral part of secondary school offerings through college advising, student supports, and academic and career instruction, more schools are exploring options to integrate these resources in order to employ a more coordinated approach that is accessible to all stakeholders, increases student engagement, and leads to youth’s success beyond high school.

The City of Boston and BPS have committed to an expanded definition of College, Career, and Life Readiness which outlines five competencies for students to successfully enter a postsecondary program of study. Upon graduation, students are expected to set a vision, choose a course of study, change course if needed, collaborate with others, and build the necessary competence to complete high-quality intellectual work. All high school students are expected to engage in a multi-year individual success planning process and complete key milestone activities towards the attainment of these competencies using the Naviance College and Career Platform.

Recently, communities across the Commonwealth have adopted MyCAP (My Career and Academic Plan) as a process and a tool to identify, coordinate, and implement the supports necessary for student growth in three domains (personal/social, academic planning, and career development). MyCAP has been shown to increase students’ engagement, understanding of relevance between classroom learning and postsecondary goals, connection to their school community, and pursuit of opportunities aligned with their postsecondary goals, such as work-based learning and early college.[[1]](#endnote-1)

EdVestors, through its Career Pathways initiative, seeks to partner with public schools in Boston, both district and charter, interested in defining and implementing foundational postsecondary readiness approaches for students in grades 9-12, with a lens towards career development and an eventual integrated school-wide application. Particularly, we aim to partner with schools interested in answering the following question:

* *What are the* ***foundational*** *career learning experiences that all students should access prior to graduation and how could they be integrated in a schoolwide approach?*

Applicants interested in addressing this question through the implementation of MyCAP will be given priority. Selected schools will receive a planning grant up to $10,000 and have access to local expertise in this area, school-based technical assistance, and a cross-school learning community focused on career learning.

**Eligibility**

* A public school in Boston that enrolls students in grades 9-12 (e.g. schools with 7-12 or 6-12 grades configurations also welcome to apply) with a demonstrated interest in career learning.
* Must demonstrate commitment of planning team members, inclusive of school leadership, academics, student supports, and guidance, to engage in implementation and review efforts.
* Must demonstrate commitment to engaging in professional development and technical assistance activities, such as workshops, site observations, and school-based supports.
* Priority will be given to applicants who participated in the 2018-2019 College and Career Advising Professional Development series presented through the Massachusetts Department of Elementary and Secondary Education.

**Expectations for Participating Schools and Planning Team members**

School planning teams will commit to:

* Define and implement their approach and rationale for foundational career learning in their school community.
* Implement their chosen approach with fidelity; engage in regular planning conversations as a school team to effectively implement, monitor, measure, and learn from their process.
* Participate in training or professional learning offered such as district-based workshops or school-based technical assistance sessions.
* Provide periodic updates on student outcomes related to college and career readiness.
* Participate in research activities related to the EdVestors’ Career Pathways Initiative.

**Expectations of EdVestors**

Participating schools and teachers can expect EdVestors to:

* Provide guidance and lessons learned from national research and local experience to help inform understanding and day to day implementation.
* Support systems and infrastructure necessary to create a foundational career learning approach and implement a process for MyCAP
* Collect, analyze and share data to track implementation progress and outcomes.
* Coordinate formal and informal opportunities to share lessons learned across participating schools.
* Provide school-based planning and technical assistance supports through onsite working sessions, virtual meetings, or communities of practice with local schools focused on similar areas.

**Expected Outcomes for Applicants**

* Increased student, staff, and family awareness and engagement in foundational career learning supports and the MyCAP process;
* Increased student and staff capacity to implement MyCAP as an integrated approach leading to meaningful postsecondary opportunities;
* Increased collective ownership of college and career planning process in school building and coordination among stakeholders (administrators, teachers, school counselors, partners); and
* Increased student and staff awareness of and connection to college and career opportunities in the greater Boston area.

**Guidelines and Criteria**

Schools interested in applying for participation will need to demonstrate:

* Time for planning team coordination; some common examples include common planning periods, opportunity for release time, out of school time.
* Time for students to access foundational career learning supports on a regular basis during the school day. Some common examples of additional time for students, include advisory, classroom-based college/career discussions (e.g. teacher led or program partner push-ins), and school wide college/career initiatives.

**Funding:**

Total investments per school will range in size from $5,000 to $10,000 depending on the scope of the described approach and needed supports. Project costs, as described in your budget, may include costs associated with professional development, stipends, career learning resources, and increasing measurement capacity. Funding may not be used to acquire significant equipment such as computers, or other capital investments. Beyond direct resources, selected schools will have access to local expertise in this area, school-based technical assistance, and cross-school learning opportunities.

**Questions Regarding Application Guidelines:**

We encourage all interested school applicants to contact us with any questions about this opportunity or the Career Pathways initiative. Please reach out to LaVonia Montouté, EdVestors’ Director of Career Pathways, at [montoute@edvestors.org](mailto:montoute@edvestors.org) or by phone at 617-341-8181. Office hours for grant discussion can also be scheduled [here](https://calendly.com/edvcareerpathways/rfpmeeting). We look forward to hearing from you.

**Timeline:**

September 10, 2019 Application available at www.edvestors.org

September 18, 2019 Information Session Webinar (Time to be announced)

October 18, 2019 Applications due by 4:00pm as attachments to [montoute@edvestors.org](mailto:montoute@edvestors.org) or electronically through this [form](https://forms.gle/8pBACqq4w8cRnNbw7)

Early November 2019 Participating Schools Selected & Notified

Mid-November 2019 Information session for selected schools to learn about available resources for foundational career learning

Mid-November 2019 Goal setting conversation with EdVestors staff or consultant

November-June 2020 Grant Period

**About EdVestors’ Career Pathways Initiative**

Launched in 2017, Career Pathways is EdVestors’ citywide effort to impact student outcomes and increase high school students’ connection to school. Research shows that career learning can positively alter students’ trajectory in school. Particularly, career pathways built on best practices can help to close opportunity and achievement gaps by providing access to rigorous coursework, non-academic student supports, exposure to work-based learning and career readiness, and opportunities for college and career exploration. We believe that expanding career learning opportunities and career pathways can be part of the equation for addressing the challenges facing high schools and ensuring that Boston students have a strong chance to thrive in their postsecondary opportunities.

**Section 1: Applicant Information**

|  |  |
| --- | --- |
| Grantee Type: | * Foundations of Career and Academic Learning |

|  |  |
| --- | --- |
| **School:** |  |
| **Headmaster:** |  |
| **Headmaster Email:** |  |
| **School Mailing Address:** |  |
| **City, State, Zip Code:** |  |
| **Lead Contact Name & Title:** |  |
| **Lead Contact Email:** |  |
| **Lead Contact Phone:** |  |
| **Fiscal Agent, if any.**  *Please include your BEDF account number if using BEDF as your fiscal agent* |  |

|  |  |  |
| --- | --- | --- |
| **Planning Team Member Names for 2019-2020** | **Position** | **Email Address** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Note: *Successful school applications will include at least one administrator/staff member, school guidance or support staff, and at least one teacher as members of the team.*

|  |  |
| --- | --- |
| Current Career Learning Activities  (e.g. career days, career exploration activities, or career pathways) |  |
| Current College and Career Partners  (e.g. higher education, non-profit, or industry partners) |  |

**Section 2: Proposal Narrative**

**Please answer the following questions about your strategy to improve foundational career learning. Please answer questions fully, approximately 200-250 words.**

1. Please describe why your school would like to focus on foundational career learning and an integrated approach? How does this fit in with your overall school priorities?
2. Please describe your current efforts to provide students with foundational career learning experiences. What are the gaps in your approach that you would like to address through this grant? What data supports this need?
3. What systems and time already exist in the school day for students to participate in career learning activities, i.e. student advisory, courses/electives, etc.? How do you currently track data related to student career learning?
4. Please describe how the planning team will collaborate regularly throughout the year and share their work with key stakeholders (e.g. students, staff, and families)?
5. How will access to technical assistance and a cross-school learning community support your work? What external resources beyond funding would be most helpful?
6. What challenges do you anticipate in focusing on foundational career learning and an integrated approach?  What barriers to success do you anticipate in implementation?
7. ***If you participated in the 2018-2019 MyCAP PD series,*** what are the remaining areas of work for your school team to reach full implementation and success?

**Section 3: Budget**

Please complete the following funding related questions and budget form to outline how you will spend your grant up to $10,000 to develop a strategy for foundational career learning supports.

1. For each line item in the budget below, please briefly describe how these funds will be used to increase your school’s capacity to offer foundational career learning opportunities?
2. Please describe any existing resources that will support this work; consider all available supports including but not limited to personnel, in-kind, and financial support.
3. Ho

**Budget for Funding for SY19-20**

In the chart below, please provide a brief description of your planned expenses and the estimated amount. Please add or delete rows as needed.

Please delete the “EXAMPLE” line before completing.

|  |  |  |
| --- | --- | --- |
| **Description** | **Timing** | **Amount** |
| EXAMPLE:  10 teachers attend weekly planning meetings =  10 teachers x 15 weeks x $40/hour = $6,000 | EXAMPLE:  January-June 2020 | EXAMPLE:  $6,000 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL BUDGET** |  |  |

**OTHER RESOURCES:**

Please describe other resources (time, human capital, other funding) that will support this work.

\*\* Please note instructional supplies/materials should not exceed 25% of the total budget. In addition, large equipment (inclusive of computer hardware, e.g. laptops) may not be funded through this grant.

1. Massachusetts College and Career Advising Professional Development Series (2019). Workshop 1- Seeing the big picture. [PowerPoint Slides]. Retrieved from: <http://www.doe.mass.edu/ccr/initiatives/> [↑](#endnote-ref-1)