

Request for Proposals

Social Finance, Inc. & Jobs for the Future

**Catalyzing Career and Technical Education Through Pay for Success
Competition: Round Two**

Date released: August 6, 2019

DEADLINE TO SUBMIT PROPOSALS: 11:59 P.M. EST, October 18, 2019

All applicants must submit an executive summary, proposal narrative, and supporting appendices by 11:59 pm Eastern Standard Time on October 18, 2019. Applications should be formatted as a single PDF document and submitted via email to solicitations@socialfinance.org.

Resources and the Request for Proposals can be found at the following link:
(<https://socialfinance.org/catalyzing-career-technical-education-competition/>)

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1.0 INTRODUCTION

Providing High-Quality Career and Technical Education Programs for Underserved, High-Need Youth through a Pay for Success Model

The U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE) is leading the exploration of using Pay for Success (PFS) financing to support high-quality Career and Technical Education (CTE) models that propel students to postsecondary and career success. Social Finance, Inc. (SF) and Jobs for the Future (JFF) have been selected by OCTAE to act as intermediaries to support the development of such PFS projects. The aim of this initiative is to improve outcomes for underserved, high-need youth through high-quality CTE programs.¹

This Request for Proposals (RFP) establishes an open and fair competition through which applicant organizations and consortia² that want to expand existing CTE programs for underserved, high-need youth may apply for consulting services to prepare for PFS financing. Applicants should include a Local CTE Site, or the entity providing CTE services, as well as a potential outcome payor, or an entity that is prepared to pay for improved academic or workforce outcomes.

SF and JFF will conduct a feasibility study for up to two competitively selected applicants; these studies will explore the potential of using PFS financing to expand an existing program. Following completion of each feasibility study, the selected applicant, SF, and JFF will collectively determine whether a PFS CTE project is feasible. If so, SF and JFF will work with the applicant to develop and launch a PFS CTE project.

Social Finance is a national nonprofit organization dedicated to mobilizing capital to drive social progress. Social Finance pioneered Pay for Success, a set of innovative financing strategies, to tackle complex social challenges, facilitate greater access to services for vulnerable populations, and direct capital to evidence-based social services—all with the goal of measurably improving the lives of people most in need.

Since its founding in 2011, Social Finance has grown to become one of the most experienced PFS intermediaries in the country, having successfully assessed, designed, and implemented PFS projects across 100 different engagements in cities, counties and states across the country. Social Finance has conducted over 70 PFS feasibility studies, is actively developing 11 new PFS projects, has drafted and executed 8 PFS contracts leading to expanded services for up to 10,000 participants, and is currently the performance manager for 6 PFS projects.

In addition, Social Finance has mobilized \$85 million in private capital for Pay for Success projects, representing over a third of all capital committed for PFS projects in the United States.

¹ See section 5.1 for full definition.

² See section 5.2 for eligibility criteria.

JFF (Jobs for the Future) is a national nonprofit that drives transformation in the American workforce and education systems. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. JFF has deep expertise in CTE and led the Early College High School Initiative, which has established or redesigned over 280 high schools serving more than 80,000 students annually in 28 states and the District of Columbia. Leveraging its success in scaling early college, JFF leads the Pathways to Prosperity Network, which is focused on expanding grade 9-14 CTE pathways that combine best practices from early college and career academies, with the Harvard Graduate School of Education. JFF is a lead technical assistance provider for Linked Learning in California and brings deep knowledge of CTE systems, having led OCTAE’s Advancing CTE into Career Pathways contract.

1.1 TIMELINE

Release of RFP	August 6, 2019
Webinar for prospective applicants	August 16, 2019 at 1:00 PM EST August 26, 2019 at 1:00 PM EST September 17, 2019 at 3:00 PM EST
Deadline to notify SF and JFF of intent to apply³	September 20, 2019
Deadline for proposals	October 18, 2019 at 11:59 PM EST
Selections announced	December 2019

1.2 ABOUT PAY FOR SUCCESS

Pay for Success is an innovative public-private partnership designed to identify, fund, and scale social service projects that have a measurable impact. PFS helps governments fund better, more effective solutions by aligning funding with positive social outcomes. Through PFS, nonprofit service providers with a proven track record of success receive multi-year capital to serve more people, and performance management services to ensure they are on track. Governments pay for services only after positive outcomes, such as increased high-school graduation rates or achievement of credentials, are achieved instead of paying upfront for the promise of results. Impact investors or private funders often cover the upfront costs of providing services and are repaid with a modest return if individual lives are measurably improved as determined by an independent evaluator.

The Pay for Success field has been gaining momentum in recent years, growing from the first U.S. project in 2013 to 27 projects delivering services across the country today with dozens more in development. PFS projects are providing services across a range of issue areas to improve outcomes such as maternal and early child health, kindergarten readiness, housing stability, and interaction with the criminal justice system. There has been significant progress at the federal level as well; PFS has been

³ Applicants are encouraged, but not required, to notify SF and JFF of their intent to respond to this RFP. See section 3.1 for details.

included in numerous pieces of legislation, including the Every Student Succeeds Act, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Workforce Innovation and Opportunity Act, and the Social Impact Partnerships to Pay for Results Act, which established an \$100 million fund at Treasury to support state and local Pay for Success projects.⁴

For additional information on PFS, see the following resources:

1. Pay for Success 101 - <http://www.payforsuccess.org/learn-out-loud/pfs-101>
2. What is Pay for Success? - <https://socialfinance.org/what-is-pay-for-success/>
3. Pay for Success Project Fact Sheets - <http://pfs.urban.org/pfs-project-fact-sheets>
4. Social Impact Bonds, The Early Years - http://socialfinance.org/content/uploads/2016/07/SIBs-Early-Years_Social-Finance_2016_Final.pdf

1.3 BACKGROUND AND OBJECTIVES

More effective public investments are needed in order to improve education and life outcomes for underserved, high-need youth.⁵ These young people—including low-income youth and students of color—have the lowest rates of high school graduation and attainment of postsecondary credentials and consequently low employment in jobs with family-sustaining wages. For example, while the high school graduation rate nationally in 2016-17 was 84.6%, it was just 80% for Hispanic students, 77.8% for Black students, and 72.4% for American Indian/Alaska Native students (NCES, 2017). The gap between white and Black 25- to 29-year-olds attaining an Associate degree or higher is 20.8% (NCES, 2017). While just 10% of higher-income 18-19 year olds were neither in school nor employed (a risk factor for future economic prospects), 26% of their low-income counterparts were neither in school nor employed (NCES, 2016).

Such outcomes hinder individuals' life prospects and have negative repercussions for our nation's economy. Each student who fails to earn a high school diploma and postsecondary credential is a missed opportunity for a valued credential in the labor market. There are also negative social costs downstream: high school dropouts pay \$60,000 less on average in taxes over their lifetimes than graduates and have health costs that are \$20,000 greater annually, due to higher rates of cardiovascular illnesses, diabetes, and other illnesses (Levin, 2005).

Strong CTE programs show promise for addressing these challenges and discrepancies based on race and socioeconomic status.⁶ Research shows that well-implemented CTE programs result in improved student outcomes such as an increased rate of high school graduation, increased transitions to two- and four-year colleges, persistence in college, accumulation of college credit, and attainment of postsecondary credentials.

Recent public and private investments in CTE demonstrate the demand for these

⁴ For more information on SIPRA, please see <https://treasury.gov/sippra>

⁵ See section 5.1 for full definition.

⁶ See section 5.1 for examples of such programs.

program models. In recent years, Delaware (over \$1M), Texas (over \$8M), Tennessee (\$10M) and California (\$500M), among other states, have dedicated funds to school districts, pilots, and grants to advance career and early college pathways. Such investments are likely to continue to increase, as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which empowers and incentivizes states to develop and adopt high-quality, pathways-aligned models for CTE, goes into effect in July 2019. In 2018, 42 states and Washington D.C. passed over 140 policy initiatives to promote CTE and career readiness, according to the Association for Career and Technical Education. Thirty of those states have policies that address funding, 26 have policies that address industry partnerships and work-based learning, and 20 have policies that address dual enrollment or Early College.

Despite the increase in public and private support, many school districts struggle to implement high-quality CTE programs due to the significant costs of incorporating courses and experiences from colleges and business partners into the high school curriculum and a lack of resources—monetary and otherwise—required to catalyze these changes. Although there is strong will to create CTE-early college pathways, practitioners need technical assistance to implement evidence-based program elements and find sustainable funding sources.

The objective of the competition and project is to provide support for scaling high-quality CTE programs that improve outcomes for underserved, high-need youth by providing technical assistance to high-quality CTE programs and creating sustainable funding streams that utilize PFS models.

1.4 TECHNICAL ASSISTANCE AWARD DESCRIPTION

Applicants selected under this RFP will receive technical assistance from Social Finance and JFF to support the development of CTE PFS projects. For each selected applicant, SF and JFF will conduct a feasibility study assessing the potential of PFS financing to expand the proposed CTE model. Based on the results of this study, SF and JFF may continue to work with the applicant to develop a full PFS project. If a PFS project is launched, SF will provide active performance management to ensure that projects stay on track and outcomes are met. The intention of this competition is to provide awarded organizations with technical assistance support for the feasibility study and if deemed feasible, transaction structuring and PFS project development.

Feasibility Study

Through a feasibility study, SF and JFF will:

- Refine our understanding of the **community's needs, policy priorities**, and service demands;
- Understand the **target population** and the likely impact of the proposed intervention;
- Assess the quality and relevance of the proposed **CTE program's evidence**, with a focus on establishing the link between the program and the proposed PFS outcomes;

- Assess the willingness and **capacity of service providers** and project stakeholders to scale proposed services to the target population;
- Identify **key PFS outcomes** for the project that align with the program’s evidence and meet the goals of the jurisdiction and target population;
- Conduct a **cost-benefit analysis** to project total project costs and potential value created from the proposed intervention, including identifying the public and district entities that will benefit most if outcomes are achieved;
- Assess **data availability and quality** and identify any data systems that will need to be developed for monitoring the intervention should it advance to a PFS project;
- Assess **potential methodologies for evaluating** the CTE PFS project that will be used to determine if outcome measures have been achieved and to support selected applicants in developing plans for continuous improvement;
- Assess **outcomes payor commitment** and identify potential barriers to payors signing PFS project and/or meeting financial obligations; and
- Identify any **challenges or barriers** to establishing high-quality CTE programs and/or to serving the target population.

We have found that feasibility studies require significant engagement and time commitment from staff members at the applicant organization and from their partners.

If SF, JFF, and the applicant determine through the feasibility study that PFS financing is appropriate for expanding the high-quality CTE program, applicants will be eligible to receive technical assistance services to support the development of a PFS project. SF and JFF will look to ensure that applicants are committed to completing a PFS project, executing a PFS contract, and able to share high-quality data.

Developing a PFS Project

For applicants that continue beyond the feasibility phase to develop and launch a PFS project, SF and JFF will:

- Provide overall PFS **project coordination and support**;
- Refine **program design** elements developed in the feasibility study, including defining the size and target population for the project, planning for scaling CTE services, and operational planning for services launch;
- Design an **evaluation plan** and select a third-party evaluator to determine whether outcomes are achieved during the project implementation;
- Conduct **high-level data, economic and demographic analyses** to estimate baseline outcomes, establish the value of program outcomes, and understand how funding will flow during the repayment of funders for outcomes;
- Draft and **execute a PFS contract** with project partners, including mediating and facilitating all other ancillary agreements between other parties to the project;
- Develop the **capital structure and financial terms** of the project, and lead the **capital raise** process;
- Support **intervention “ramp-up” activities**, including provision of technical assistance to selected applicants to align program structures and shape evaluation plans; and
- **Close the PFS project** and prepare for post-closing activities.

2.0 SELECTION CRITERIA

Up to two applicants will be selected to receive a feasibility study and support for developing a PFS project based on the strength of application, proposed partnership and CTE program, and the potential for impact on underserved, high-need youth.

Applicants should include a Local CTE Site, or the entity providing CTE services, as well as a potential outcome payor, or an entity that is prepared to pay for improved academic or workforce outcomes.

For example, an applicant team could propose the following types of structures for a PFS project:

- **State department of education in partnership with a local school district:** A state department of education wants to see higher high school graduation rates for students in economically disadvantaged counties. A district serving a predominately low-income, minority population has piloted one career academy high school whose students have graduated at higher rates than their peers. The state department of education is willing to act as a payor if the school district can successfully expand the pilot to its other high schools. The state department of education and district apply together, with the district as the local CTE site and the state department of education as the potential outcome payor.
- **Local employer in partnership with a local or regional pathways collaborative:** A large industrial company needs access to a high-quality workforce with the skills and certifications necessary to work in and manage its plants. It has piloted a work-based learning program with a pathways collaborative that includes a local school district and postsecondary institutions with CTE programs that serve high-need, underserved students near its company headquarters and has found that graduates make valuable employees. It is willing to act as a payor if the school district successfully scales to high schools near its regional plants, in partnership with their current postsecondary partners. The company, school district, and postsecondary institutions apply as partners, with the company as the potential payor and the high schools and postsecondary institutions as the local CTE site.
- **Public college in partnership with an early college high school:** A state-funded public college network wants to increase its enrollment and graduation rates, especially for high-need, underserved students. A high school in the region is implementing a pathways model serving that student population, and students who attend that high school are more successful than their peers when it comes to college enrollment and persistence in their network. It is willing to act as payor if the pathways model is scaled to successfully serve more students. It applies alone as the potential outcome payor but includes detailed information about the high school that show the organizations have a strong relationship. It includes letters from state officials demonstrating that it has organizational latitude to use its budget for PFS projects and includes a letter of support from the high school.

Additional eligibility criteria and preferences are included in sections 5.2 and 5.3 below.

2.1 PROPOSAL SELECTION CRITERIA

Proposals will be scored on a 100-point scale based on their responses to the following criteria:

1. Rationale: Up to 10 Points	
The proposal:	
1.a.	Presents a compelling explanation of the intended impact of proposed activities, including expected numbers of participants to be reached and quantifiable goals for improvement in participant outcomes over a defined time period
1.b.	Plans to target and serve a significant number of high-need, underserved youth and defines high-need and underserved in a manner aligned with the definition in this document
2. Partners and Policy: Up to 16 Points	
The proposal:	
2.a.	Cites policies, programs, leadership, and other conditions at institutional, city, county, and/or state levels that are supportive of the implementation and launch or expansion of high-quality CTE programs
2.b.	Cites policies, programs, leadership, and other conditions at institutional, city, county, and/or state levels that are supportive of the implementation and launch or expansion of Pay for Success projects
2.c.	Demonstrates a strong and consistent applicant track record of collaboration with government agencies, civic leaders, workforce systems, colleges, employers, local education agencies and local funders, including data sharing agreements, participation in regional networks, and other examples
2.d.	Includes letters of support from relevant partners in the proposed project (e.g., local and state leaders from K-12, postsecondary education, workforce systems, employers, and other community partners). High-quality letters will demonstrate support specific to each partner’s role and capabilities and will indicate commitment from relevant leadership/decision makers.
3. Payor Commitment: Up to 22 Points	
The proposal:	
3.a.	Presents compelling examples of payor’s knowledge of or experience with performance-based contracting ⁷ , particularly with human services contracts
3.b.	Demonstrates a full understanding of the PFS outcomes payor role and applicant either (A) commits to act as outcomes payor, or (B) identifies likely outcomes payor(s). If the primary applicant is not the payor, applications should include statement(s)/letter(s) of support from potential payor(s) showing understanding of the role and willingness to engage in a feasibility study
3.c.	Describes existing positive and productive relationships among CTE program, other service providers, and potential payors to date (track record of working relationship, evidence of action-oriented ongoing conversations, etc.)

⁷ Also called ‘value-based contracting’, ‘risk-sharing agreements’, or ‘outcomes-based contracting’

4. Program Quality and Pay for Success Elements: Up to 25 Points

The proposal:

- 4.a. Describes applicant's or partner's strong experience collecting and accessing high-quality programmatic and administrative data to measure progress and outcomes. Details applicant's or partner's experience sharing data with external systems. Describes applicant's commitment to utilizing data to strengthen operations and outcomes
- 4.b. Provides evidence that applicant's proposed program has a positive change or statistical impact on the high school, college, and career success of underserved, high-need youth—demonstrating a change in any of the following outcomes and/or an evidence-based predictor of the following outcomes (e.g., credit accumulation as a predictor of high school graduation):
- i. High school graduation
 - ii. Enrollment in postsecondary programs of study
 - iii. Completion of postsecondary credentials, degrees, and industry-recognized credentials
 - iv. Family-sustaining employment and wages
- 4.c. Presents a compelling description of how the program incorporates some or all of the following elements of high-quality CTE programs:
- i. Ensures alignment to regional labor market needs for middle-skills jobs
 - ii. Integrates rigorous academic-technical and secondary-postsecondary coursework
 - iii. Includes a range of work-based learning experiences for every participant
 - iv. Enables students to earn a postsecondary degree or credential in an accelerated timeframe through dual enrollment or other strategies
 - v. Provides career information and advising
 - vi. Provides support to underserved, high-need students, as defined in section 5.1
- 4.d. Provides an estimated cost per participant for the intervention, calculated based on a reasonable methodology.

5. Provider Capacity and Commitment: Up to 17 Points

The proposal:

- 5.a. Demonstrates the applicant and partners' multi-year track record of implementing the specific, proposed high-quality CTE program, for a high-need, underserved population
- 5.b. Describes how the applicant and partners' CTE programs are staffed and instructed with appropriate expertise from applicant and partner organizations
- 5.c. Describes strong organizational leadership capabilities, including the length of time the program leadership has been working in CTE, the previous roles held by program leadership, and leadership experience scaling programs with fidelity. Presents appropriate and specific plans for allocating program leadership and staff time to rigorous feasibility study and the PFS project and describes leadership commitment to the project. This should include organizational leadership that has decision-making authority around program design and establishing program partners (e.g. with postsecondary partners, potential payors).

5.d. Includes a stated commitment from senior champion within the organization to expand or establish the intervention or program through Pay for Success
6. Challenges and Risks: Up to 10 Points
The proposal:
6.a. Describes challenges involved in expanding or establishing high-quality CTE programs and proposes appropriate and reasonable strategies for overcoming these
6.b. Describes risks and possible unintended consequences to target population of using Pay for Success to scale programming (e.g., increasing program selectivity) and identifies appropriate and reasonable strategies to mitigate them

3.0 APPLICATION MATERIALS

All applicants must submit an executive summary, proposal narrative, and supporting appendices as described in section 3.2 by 11:59 pm Eastern Standard Time on October 18, 2019. Applications should be formatted as a single PDF document and submitted via email to solicitations@socialfinance.org.

3.1 NOTICE OF INTENT TO APPLY

Applicants are strongly encouraged, but not required, to notify SF and JFF of their intent to respond to this RFP. This may be done by email, including the applicant’s name and address, name of partners and proposed roles, and proposed CTE program to solicitations@socialfinance.org with “Notice of intent to apply” in subject line. Please submit intent to apply by September 20, 2019.

3.2 REQUIRED APPLICATION MATERIALS

The required application materials are an executive summary, proposal narrative, and supporting appendices that address the criteria identified in Sections 2.0 and 2.1. The proposal narrative is anticipated to be 15-20 pages in length, and should not exceed 30 pages (excluding appendices and executive summary).

Proposals must be double-spaced, in a font size of at least 11 points, with margins of at least one inch on all sides of the page. All pages in the proposal narrative should be numbered. Note that the instructions provided in the Proposal Narrative section below align with the selection criteria described in Section 2.1.

Executive Summary (1 page)	
Executive summary	Describe the proposed PFS project and partnership, including the proposed target population, CTE program design, outcome metrics, project economics and payor engagement.
Proposal Narrative (30 pages maximum)	
Proposal selection criteria to be addressed in the narrative:	
1. Rationale: Up to 10 points	

1.a.: Describe the activities proposed by the high-quality CTE project and their intended impact, including expected number of participants to be reached and quantifiable goals for improvement in participants' outcomes over a defined time period.

1.b.: Describe the specific plans to identify and serve the specified target population and provide definition of target population (underserved, high-need youth) in a manner that matches the definition in section 5.1.

2. Partners and Policy: Up to 16 points

2.a.: Cite the conditions at institutional, city, county, and/or state levels that are supportive of the implementation and launch or expansion of high-quality CTE programs.

2.b.: Cite the conditions at institutional, city, county, and/or state levels that are supportive of Pay for Success projects.

2.c.: Describe the applicant's history of collaboration with government agencies, civic leaders, workforce systems, colleges, employers, local education agencies and local funders, including data sharing agreements, participation in regional networks, or other examples.

2.d.: Please attach letters of support from relevant partners in the proposed project in Appendix B.

3. Payor Commitment: Up to 22 points

3.a: Provide examples of local and state government with interest in, knowledge of, or experience with performance-based contracting, particularly with human services contracts.

3.b.: Describe the payor's commitment to and rationale for acting as a potential outcomes payor in this PFS project. If primary applicant is not the payor, please attach a statement of commitment and rationale in Appendix C.

3.c.: Describe the payor's relationship with the CTE provider(s). To the extent possible, include data about existing funding levels for CTE programs from public and private sources.

4. Program Quality and Pay for Success Elements: Up to 25 points

4.a: Describe the applicant's or partner's experiences collecting and accessing programmatic and administrative data to measure progress and outcomes. Describe the applicant's or partner's experience sharing data with external systems.

4.b.: Describe the evidence base supporting the applicant's intervention, specifically the evidence that the program has a positive impact on the high school, college, and career success of underserved, high-need youth.

4.c.: Describe how the applicant's program incorporates elements of high-quality CTE programs.

4.d.: Provide an estimated cost per participant for the proposed program supported by an explanation of the methodology used to calculate the cost and the items included in it.

5. Provider Capacity and Commitment: Up to 17 points

5.a.: Describe applicant’s track record implementing the proposed high-quality CTE programs including for high-need, underserved populations, as well as the track record of any project partners. Please cite relevant Perkins data if available and attach any data cited as Appendix E. Please include any assessments or evaluations of the CTE program in Appendix F.

5.b.: Describe how the CTE programs of the applicant and partner organizations are staffed and instructed with appropriate expertise.

5.c.: Describe the applicant’s organizational leadership capabilities, including the length of time the program leadership has been working in CTE, the previous roles held by program leadership, and leadership experience scaling programs with fidelity. Present a plan for allocating program leadership and staff time to feasibility study and potentially PFS project.

5.d.: Please attach letters of support or other evidence of stated commitment from senior champion within the applicant organization to expand the applicant’s impact through Pay for Success in Appendix D.

6. Challenges and Risks: Up to 10 points

6.a.: Describe the specific challenges that may arise, or already exist, in the establishment or expansion of high-quality CTE programs. Propose appropriate and responsible strategies to overcome the described challenges.

6.b.: Describe the risks and/or unintended consequences to the target population (high-need, underserved youth) with regards to the use of Pay for Success for scaling programming. Identify appropriate and reasonable strategies to mitigate potential risks and/or unintended consequences.

Appendices (no page limit)

Appendix A	IRS form 990 for the most recent fiscal year (applicants may also submit additional fiscal documentation if relevant)
Appendix B	Letters of support from any organizations that have been listed as potential/confirmed partners on the application
Appendix C	Statement of potential payor commitment and rationale for participation (if primary applicant is not the payor)
Appendix D	Letter of support or other evidence of stated commitment from senior champion within the applicant organization to expand the applicant’s impact through Pay for Success
Appendix E	Perkins data for the proposed program, including disaggregated data related to secondary and postsecondary Perkins performance indicators (if available) ⁸
Appendix F	Past assessments and/or evaluations of the high-quality CTE program described in the proposal narrative (if available)

⁸ See section 5.4 for additional information on Perkins data.

4.0 EVALUATION PROCESS AND AWARD

All submitted applications will be screened to ensure that they meet the eligibility requirements outlined in section 5.2. Applicants that do not meet the eligibility requirements will be notified and removed from consideration for the program. All applications that meet the eligibility requirements will be reviewed through two rounds of reviews, which will score and rank applicants based on the selection criteria outlined in Section 2. Finalists will be notified by the review committee and will then be requested to schedule an interview (via videoconference) with committee members. Upon completing the interviews, the review committee will then rate and score applicants based on findings from the interviews and proposal scores from reviewers. Upon final review, two successful applications will be selected for the CTE PFS project. Applicants that are not selected will be notified promptly.

Feedback on applications will be provided to all applicants following notice of application decisions.

4.1 SUBMISSION OF QUESTIONS/INQUIRIES

Applicants may submit questions via email to afogel@socialfinance.org during the proposal window. Responses to all questions will be posted online.

4.2 WEBINAR INFORMATION SESSION TO DISCUSS APPLICATION PROCESS

SF and JFF will co-host two webinars and provide information on the following topics: general application support, evaluation and selection review process, and details of technical assistance provided during the project. Following the information session, attendees will be able to ask application-related questions.

Below is the corresponding webinar log-in information. Please follow the WebEx URL code at the time of the meeting. Please note that the meeting password is case sensitive.

Date: August 16, 2019 at 1:00 PM EST

Please register at this link

(<https://attendee.gotowebinar.com/register/6903800926016986892>)

Date: August 26, 2019 at 1:00 PM EST

Please register at this link

(<https://attendee.gotowebinar.com/register/5752571569805388044>)

Date: September 17, 2019 at 3:00 PM EST

Please register at this link

(<https://bluejeans.com/835834566/5369?src=calendarLink>)

4.3 SUBMISSION OF PROPOSAL

All applicants must submit an executive summary, proposal narrative, and supporting appendices as described in section 3.2 by 11:59 pm Eastern Standard Time on October 18, 2019. Applications should be formatted as a single PDF document and submitted via email to solicitations@socialfinance.org.

5.0 APPENDICES

5.1 DEFINITIONS

Career and Technical Education (CTE)

Organized education activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

([Perkins Collaborative Resource Network, 2019](#))

High-Quality Career and Technical Education (CTE) Programs

According to criteria established by OCTAE, a high-quality CTE program:

- a.) Supports career pathways in in-demand industry sectors and occupations and provide opportunities for students to prepare for college and careers
- b.) Provides students with information about occupations in in-demand industry sectors or occupations and may offer career exploration activities as early as seventh grade
- c.) Offers a non-duplicative, structured sequence of courses that begin at the secondary level and lead, as applicable, to an industry-recognized credential (in sectors where those credentials exist and are appropriate) and to a postsecondary certificate or degree that is needed for placement in an in-demand occupation that leads to economic self-sufficiency
- d.) Provides students with the academic, employability, 21st century, and technical skills that employers require for entry into occupations in in-demand industry sectors and occupations
- e.) Offers opportunities for students to earn academic credit and postsecondary credit for completing high school career and technical education courses
- f.) Provides all participating students with work-based learning. Work-based learning refers to activities that occur in workplaces through which young people master and demonstrate academic, employability, 21st century, and technical skills that help them prepare for college and career
- g.) Provides supplemental services to participating students who are members of underserved populations and provides support services to all participating students to ensure that all students have equitable access to career and technical education programs, in addition to equitable opportunities to participate and succeed in these programs
- h.) Offers opportunities for participating students to develop leadership skills

Below are examples of high-quality CTE program models that meet these criteria:

- **Career Academies** restructure large high schools into smaller learning communities. They offer courses and activities connected to career or occupational themes and typically require all students to complete a work-based learning experience. NAF offers an example of a high-quality career academy

model. NAF's Academy Standards, which provide additional detail on NAF's quality standards are available at: <http://naf.org/wp-content/uploads/2015/07/standards2015.pdf>

- **Early College High Schools (ECHS)** provide students with exposure to college and the opportunity to take college courses while they are in high school. ECHS partner with colleges and universities to offer all students an opportunity to earn an Associate's degree during high school at no cost to students. ECHS in this competition must have a CTE focus, such as health, life sciences, or information technology. For more information on early college design features, see: <http://www.jff.org/initiatives/early-college-designs/design-features>
- **Career Pathways Models** employ strategies that align major education (K-12 through postsecondary), training, and workforce development programs to meet the skill needs of students, jobseekers, and workers; and the skill requirements of employers in high- demand industries and occupations. For more information on career pathways quality indicators, see: [Quality Indicators for Pathways Design and Implementation](#)
- **Linked Learning** is an educational approach that not only integrates academic and high-quality career and technical education, but also is sequenced to support students transitioning from middle school through high school and postsecondary education. The Linked Learning model incorporates four guiding principles and seven essential elements to guide high-quality design and implementation: <https://www.linkedlearning.org/about/>
- **CTE-focused Smaller Learning Communities** are a school restructuring strategy that involves smaller, personalized learning environments that are often focused on a specific career theme.

Local Educational Agency (LEA)

The term local educational agency means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or of or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Underserved, High-Need Youth

The Department of Education defines underserved, high-need youth as “individuals who are at risk of educational failures or otherwise in need of special assistance and support. These individuals may include students described in section 3(29) (Special Populations) of Perkins IV, as well as students who are living in poverty, attend high-minority schools, are far below grade level, have left school before receiving a regular high school diploma, are at risk of not graduating with a diploma on time, are homeless, or have been incarcerated.” (Dept. of Ed Definition, 48773-48774 of Federal Register).

Outcomes Payor

An outcomes payor is an entity that agrees to pay for predetermined outcome metrics when and if they are achieved. These predetermined outcome metrics are measured

during the PFS project by an independent evaluator. If the project successfully improves outcomes, the payor repays the impact investors who covered the upfront costs of expanding services plus a modest return. If the program does not achieve its target results, the outcomes payor may not pay anything.

An outcomes payor can be a public or private entity, though is most commonly a state or local government entity. In order to identify an outcomes payor for a CTE PFS project, applicants should consider the level of government which will benefit from potential outcomes and the level of government which cares most about these potential outcomes. A few examples of potential outcomes payors include:

- **State government**, such as a Department of Education or Department of Labor, which has committed to improve high school graduation rates or employment outcomes for the target population;
- **City or county government**, such as an LEA, Department of Education or Office of Management and Budget; or
- **Non-profit or private entities**, such as an employer or institution of higher education, which may benefit from a more skilled workforce or prepared student.

5.2 ELIGIBILITY

Eligible applicants under this RFP are those that provide high-quality CTE programs to underserved, high-need youth.⁹ Eligible applicants might include, but are not limited to, public or charter schools, career and technical education schools, community colleges, state and local education agencies, workforce agencies, large employers and employer networks, and intermediary organizations. Examples of such applicants and projects are found in Section 2.0.

5.3 PERKINS ELIGIBILITY

Selection preference will be given to applicants that are eligible for (or are applying in partnership with an organization eligible for) funding under sections 131 and 132 of the Strengthening Career and Technical Education for the 21st Century Act (2018 amendment to the Carl D. Perkins Career and Technical Education Act of 2006).

Eligible applicants include:

- Area career and technical education schools
- Education service agencies (receiving local funding)
- Local education agencies
- Perkins-eligible consortia
- Public charters that operate as local educational agency
- Postsecondary institutions eligible for Perkins funding
- A postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.)

⁹ See section 5.1 for definitions of “high-quality CTE” and “underserved high-need youth.”

5.4 PERKINS DATA

Applicants should submit Perkins performance data related to the proposed program as Appendix F. Applicants may submit data aligned with the performance measures identified by their respective states; these performance measures must be aligned with the Core Indicators of Performance established as accountability measures by Perkins V (applicants who are still adjusting data collection from Perkins IV to V may submit the Perkins V indicator data where available and supplement with the Perkins IV data they have collected. Reported data should be disaggregated by subgroup.

The Perkins Core Indicators of Performance are:

- **Secondary Level:**
 - Four-Year Graduation Rate
 - Extended Graduation Rate
 - Academic Proficiency in Reading/Language Arts
 - Academic Proficiency in Mathematics
 - Academic Proficiency in Science
 - Postsecondary Placement
 - Non-traditional Program Enrollment
 - Program Quality – Attained Recognized Postsecondary Credential
 - Program Quality – Attained Postsecondary Credits
 - Program Quality – Participated in Work-Based Learning
 - Program Quality – Other
- **Postsecondary Level:**
 - Postsecondary Retention and Placement
 - Credential, Certificate or Diploma
 - Non-traditional Program Enrollment

5.5 ADDITIONAL INFORMATION

This project is funded through a \$2M award from the U.S. Department of Education's Office and Career and Technical Education. Nine percent of the project is financed through non-federal funding.