

TEAM PENNSYLVANIA

CAREER READINESS MINI-GRANTS

2018 - 2019

BECAUSE OF THE CAREER READINESS MINI-GRANTS

95% of participating school districts noted that **school and district leadership are more informed about regional labor market trends**

87% of participating school districts noted that **partnerships with businesses have improved**

78% of participating school districts noted that **partnerships with educational institutions** have improved**

74% of participating school districts noted that **students are more informed about regional labor market trends**

IN JUNE 2018, the Pennsylvania Department of Labor & Industry (L&I) awarded Team Pennsylvania a grant for the second year in a row to fund career readiness projects across the state. School districts applied for up to \$5,000 to fund their career readiness activities with only two requirements: 1) partner with Local Workforce Development Boards (LWDBs), and 2) use labor market information to inform projects. Team Pennsylvania partnered with the Pennsylvania Association of Intermediate Units (PAIU)

and Intermediate Units (IUs) across the state to review applications and select grantees, with \$20,000 to award in each of the nine regions in the commonwealth. Forty-one school districts from every corner of Pennsylvania received a Career Readiness Mini-Grant, and approximately 60% of those districts were first-time awardees. In total, there were **78,473 students*** from kindergarten through 12th grade who participated in a Career Readiness Mini-Grant project, translating to a cost of just **\$3.06 per student**.

These projects are not just about students participating in meaningful career readiness projects. By deepening the connection between education and our workforce development system, educators have improved their ties to the business community, better aligned their activities to true regional workforce needs, and used these newfound resources and partners to affect students beyond a single year's worth of participants. The Career Readiness Mini-Grant initiative is an example of a true system change in action.

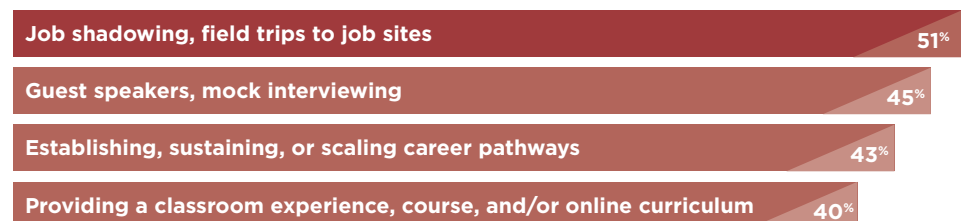
SCHOOL DISTRICTS were given ample latitude to apply the mini-grant funding as they saw fit, and many divided the funding among multiple activities. The majority of school districts used the funding to pay for transportation, curriculum/software, and/or staff. Similar flexibility applied to the types of projects school districts chose

to offer, though clear trends emerged: the majority of projects involved job shadowing and/or field trips to job sites; guest speakers or mock interviewing; establishing, sustaining, or scaling career pathways; or providing a classroom experience, course, and/or online curriculum.

TOP USES OF MINI-GRANT FUNDING



TOP MINI-GRANT ACTIVITIES



* One mini-grant project served all districts in the Carbon-Lehigh Intermediate Unit (CLIU 21) region, with almost 60,000 students participating.

** Such as Career and Technical Centers (CTCs), IUs, community colleges, trade schools, universities, etc.



WHAT DISTRICTS HAVE TO SAY

“Funding from this Career Readiness Mini-Grant not only brought greater career readiness awareness to our student and parent populations, but also helped educate our faculty/staff about the trends, gaps, and career readiness skills projected for our region.”

Donna Foley
West Chester Area School District

“Our business partnerships have continued to grow, in many cases with employers whose responses were, ‘Why haven’t you reached out to us earlier?’ We have found our business community ready and willing to meet our students, discuss their line of work, and articulate the skills needed to be successful within their industry.”

Eric Lauver
Trinity Area School District

“The most exciting thing that has come out of this project is our connection to an economic development group called Develop Tioga (formerly TCDC). They took this program to Shell Oil and Gas who is interested in funding this program on a county-wide level! We are planning to meet and discuss next year and this wouldn’t have happened without the Team PA grant to start an initial expansion... We are a community of innovators and being able to teach these skills at a young age is vital to growth.”

Amanda Capone
Southern Tioga School District

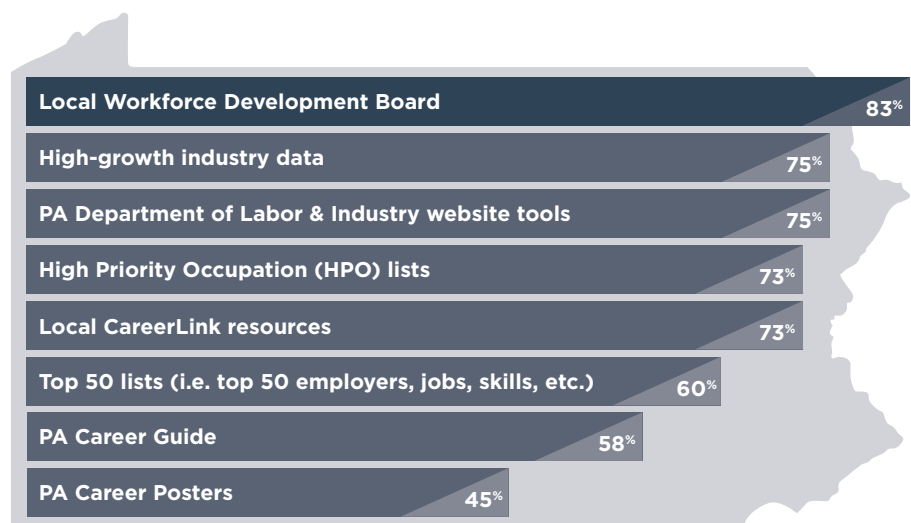
PARTNERING WITH LOCAL WORKFORCE DEVELOPMENT BOARDS

School districts were required to partner with their Local Workforce Development Board (LWDB) in some capacity when they applied for the mini-grant. **Most school districts (89%) maintained communication with the board throughout the school year and have indicated their plans to continue partnering in the following ways:**



USING LABOR MARKET INFORMATION TO INFORM PROJECTS

School districts were also required to use labor market information (LMI) to inform their projects, and 86% of participating school districts indicated that LMI was central or tied to their projects. **Districts indicated that they intend to continue using LMI going forward, specifically planning to use the following resources:**



A MAJORITY of school districts plan to use LMI in the following ways:

- INFORM classroom-based activities or curriculum, field trip destinations, classroom speakers, and career fairs
- IDENTIFY business connections and create new career pathways
- CONDUCT information sessions
- IMPLEMENT student research activities

“Thank you for this opportunity for our students. Many of our students do not have access to see different career paths and do not encounter many people in their lives with whom they can discuss career paths. This grant allowed students to see a world beyond them and the opportunities available to them.”

Maureen Shaw
Clairton City School District

