

Advancing Educational/Workforce Pathways and Supports for Adolescents and Young Adults

Track Partner: Youth and Education Collaborative

Funding Partners: (Jim and Lisa Valone, Move the World Foundation, and Wellington Management Foundation)

What We Are Looking For

On this track, strong applicants will be able to demonstrate some or all of these key characteristics:

- Organizations that focus on the following and other similarly underserved populations are strongly encouraged to apply:
 - Middle School Age Students (ages 11-14)
 - Post/Secondary Education Students (including high school, HiSET/GED, workforce development and vocational education)
 - Youth in under-resourced schools
 - [Opportunity Youth](#)
 - Immigrant Youth
 - Foster Care Youth/Youth in the Adoption System
 - BIPOC, LGBTQIA+, and Disability Communities
- Provide innovative, trauma-informed, culturally affirming (“... *incorporate students’ cultural identities and lived experiences into the classroom as tools for effective instruction*”), and community-responsive programming to youth in historically marginalized communities, middle school up to age 25, through school-day, out-of-school, and/or summer programs.
- Provide social emotional and holistic support (“... *address the emotional, social, ethical, and academic needs of students in an integrated learning format*”), and/or are in partnership with other social services organizations to support the overall needs of current participants and alumni.
- Engage parents, guardians, mentors, and the community as partners in the program participant’s success to ensure equitable engagement.
- Provide educators/support staff with unique or innovative learning techniques and approaches, including but not limited to trauma-informed approaches, culturally affirming approaches, design thinking, 21st-century skills, and project-based or experiential learning.
- *Organizations working in gateway cities are strongly encouraged to apply.*
- Meet the [Social Innovator Accelerator Criteria](#).