Chancellor's Office, California Community Colleges

Division of Workforce and Economic Development

Request for Applications

RFA Instructions, Specification, and Terms & Conditions

Project
Technical Assistance Providers (TAPs) for Career Pathways Design

RFA Specification Number
14-189

Funding Fiscal Year
2014-2015

Total Funds Available
$950,000

Funding Source
Senate Bill (SB) 858 (formerly SB 1070, Steinberg, Career Technical Education Pathways Program)

RFA Release Date: Tuesday, December 23, 2014

Application Deadline
Applications must be received electronically at the Chancellor's Office by **5:00 p.m., Friday, March 6, 2015** to **CareerPathwaysTAP@cccco.edu, with the subject line reading: 14-189: 2014-2015 Career Pathways Design TAPs**

Questions Deadline
Written questions concerning the specifications in this Request for Applications must be submitted by e-mail to **CareerPathwaysTAP@cccco.edu**.

Bidder's Conference: Friday, January 23, 2015, 1:00 p.m.

Table of Contents

This section MUST be followed in developing the applications and implementing the projects.

Appendix A
  Article I: Program-Specific Legal Terms and Conditions
  Article II: Standard Legal Terms and Conditions
Appendix B
  Application Forms (*Excel Spreadsheet*)
Appendix C
  Guidelines, Definitions and Allowable Expenditures
Appendix D
  Common Metrics and Accountability Measures

RFA Templates

Chancellor's Office, California Community Colleges

RFA Instructions

A.   Introduction

This document contains general instructions, procedures, formats, and timelines for submitting project applications to the Chancellor's Office of the California Community Colleges.

Applications must be submitted using the format and sequence described in these Instructions and address the Request for Applications (RFA) Specification for the project for which funding is sought.

B.   Program Overview

SB 1070 Career Technical Education Pathways Program Overview

Senate Bill 1070, Steinberg, extended the Career Technical Education Pathways Program until June 30, 2015. The purpose of the bill is to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in postsecondary education by developing career technical education pathways between high schools and community colleges.

The mission of the Career Technical Education Pathways program is to contribute to California's job growth and economic vitality through collaboration and articulation between California's middle and high schools, postsecondary education, and regional business and labor organizations to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors. Directives set forth in SB 1070 are to increase readiness of middle and high school pupils for postsecondary education and careers in regional economic sectors by:

- Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for students.

- Increasing attainment of industry recognized certificates.

- Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.

- Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded.

- Providing professional development to teachers and faculty.

- Expanding student's opportunities in paid or unpaid work experience programs and internships.

- Successful implementation of the State's existing career pathways.

- Validating reliable measures to establish readiness for postsecondary education and career.

Summary of Objectives

This grant provides funds for a two-person key talent team of technical assistance providers (TAPs) for Career Pathways Design. This key talent team will represent the Chancellor's Office by serving as the statewide liaison for Career Pathways Design. The TAPs will be responsible for:

- recommending legislative and regulatory policies and procedures;
- identifying and disseminating best practices that will improve Career Pathways statewide; and
- providing leadership, guidance, and technical assistance at the local, regional, and state level in order to expand and improve Career Pathways from middle and high schools to community college programs and promote student success.

C. Categories for Which Funding is Available

The grant provides for one-time funding to be spent over a two-year period. The total budget for 2015-2017 for this Request for Application is $950,000. One (1) grant will be awarded.

Additional funding may be made available in future years depending on the availability of funding and the assessment of the TAPs performance by the Chancellor's Office.

D. Eligibility

Only California Community College Districts are eligible to apply, however Districts may subcontract services out to other institutions/organizations, including other Community Colleges or Community College Districts.

If an application does not meet a minimum score of 75 points deemed to meet the performance and viability standards, it will not be funded, and the RFA can be reissued for competitive bid or sole sourced in the form of a capacity-building grant.

The Chancellor's Office will consider past performance of grantees prior to awarding additional funds to those reapplying for contracts and grants, and shall deny applications from grantees that exhibited unsatisfactory performance. Therefore past performance of other state grants will be a consideration prior to final selection.

E. Performance Period

The application will be awarded for the time period July 1, 2015 through June 30, 2017. See listing of **key dates** for quarterly and final report deadlines.

No extensions will be granted for this funding, unless approved by the Chancellor's Office due to special circumstances.

F.   RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the Chancellor's Office of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the Chancellor's Office will give such notice to other interested parties, but the Chancellor's Office shall not be responsible for failure to do so.

> Contact person for these RFA Instructions and Specification is:
> Jill Leufgen via e-mail at **jleufgen@cccco.edu**

G.   Bidder's Conference

A Bidder's Conference will be held for this RFA as a Webinar on **Friday, January 23, 2015 at 1:00 p.m**. Only questions submitted in advance via email will be answered during this webinar. Questions must be sent to Jill Leufgen at **CareerPathwaysTAP@cccco.edu by 5:00 p.m.,** by **January 16, 2015**. The answers to questions addressed during the webinar will be posted on the Chancellor's Office RFA website. Following the webinar, only technical questions (e.g., questions about accessing documents online, logistical challenges using required forms/spreadsheets, or problems with application submissions, etc.) will be answered. The Chancellor's Office will not respond to any additional content questions after the Bidder's Conference.

Webinars will be held at the Chancellor's Office on the date and time posted on the cover of this RFA. The Chancellor's Office requests that potential applicants register for this webinar at **www.cccconfer.org**. Failure to attend the Bidder's Conference will not preclude the submission of an application.

H.   Application Format and Instructions

The RFA Specification and Instructions prescribe the format and order for the development and presentation of the application for both the workbook and the narrative sections of the application. In order to receive the highest possible score and to prevent disqualification, the application format instructions must be followed, the application must follow the order prescribed below, all questions must be answered, and all requested data must be supplied. Applicants are expected to follow those specifications, the forms (Appendix B), and templates provided.

An Excel workbook (Appendix B) has been developed which contains a contact page, Statement of Work (annual workplan), application budget summary, and an application budget detail sheet. This workbook must be used when submitting an application and has been designed in order to save the applicant time in filling out redundant information. The workbook contains formulas that will also prevent errors in allocation amount, indirect costs, etc. Narrative sections such as the cover letter, abstract, need, response to need, the program management plan section and intent-to-participate

letters are not part of the workbook. See RFA Template for CEO cover letter template and out-of-state travel form.

The Chancellor's Office may require the applicant to make adjustments in the budget, annual workplan, or other aspects of the application prior to funding the grant.

Grant applications are scored based on a 100-point scale as indicated in the list provided below. A minimum averaged score of 75 must be obtained within the reading process in order to be considered for funding.

Application Sections	Maximum points
Need	5
Response to Need	20
Statement of Work (Annual Workplan)	25
Application Budget Summary/Application Budget Detail Sheet	15
Project Management Plan	15
Dissemination	5
Coverage	15
Total Points	**100**

1. **Face Sheet**

   The completed application will be submitted electronically therefore **no face sheet will be required**. If an application is funded, an appropriate face sheet with instructions will be sent out for completion.

2. **Cover Letter**

   The Chief Executive Officer/Designee of the applying Community College District will submit a cover letter with signature within the electronic submission stating that the Community College District is willing to be fiscal agent and is submitting the application for Chancellor's Office review.

3. **Contact Page**

   An Excel workbook (Appendix B) contains the contact page, budget forms and annual workplan (Statement of Work). The first tab "Do First" of the workbook requires the applicant to fill in the following information first:

   - The Community College District that is applying (click twice on the community college text box and choose the Community College District from the provided drop down menu).

   - If a college within the district is housing the Project Director then this college will be selected (click twice on the college text box and choose the college from the drop down menu provided). If the Project Director is working out of the district office (in a multi-college district) than click twice on the college text box and choose N/A out of the college menu.

After filling in the "Do First" tab, the district, applicable college, budget allocation, and regional name will auto-fill within the contact page, application budget summary, application budget detail sheet and the annual workplan (Statement of Work). The contact page tab must be filled in second. After filling in the contact page, the Project Director and the Chief Business Officer name and title will auto-fill within the application budget summary. These auto-fill features prevent incorrect and/or inconsistent information within the application.

4.   **Application Abstract** *(Narrative – Limited to one page, 1" margins, single- or double-spaced, 12 pt. font)*

The abstract should concisely summarize the entire application and must not exceed one page. Include statements on the objectives, procedures, expected contribution or impact of the proposed project, and deliverables (products/services/outcomes).

5.   **Table of Contents**

The Table of Contents shall be on a separate page, with each component of the application listed and page numbers indicated.

6.   **Need**   **Maximum Points 5**
        (Narrative – Limited to 3 pages, 1" margins, single- or double-spaced, 12 pt. Arial font)

This section is a narrative that concisely describes the need for the projects in response to the prompts listed under 'Need' in the RFA Specification.

7.   **Response to Need**   **Maximum Points 20**
        (Narrative – Limited to 10 pages, 1" margins, single or double-spaced, 12 pt. Arial font)

This section is a narrative that at a minimum responds to all the prompts in the 'Response to Need' section described in the RFA Specification.

8.   **Statement of Work (Annual Workplan)**   **Maximum Points 25**

        a.   **Objectives**

                Objectives are pre-populated in the template based on the 'Objectives and Activities' of the RFA Specification listed.

                On each objective sheet, please list the corresponding activities, measurable outcomes, timelines, and responsible individual. Because an objective may have more activities that can be listed on a single sheet, please use as many sheets as needed to cover all proposed activities.

Each sheet must have the proposed objective listed at the top. Please organize all the objectives sheets in sequential order.

b.   Activities

Project activities are the basic steps that are required to be taken to implement the stated goals of the project and to achieve results. Major activities and tasks should be outlined in the activities section of the annual workplan for each objective.

c.   Performance Outcomes

Each objective should result in measurable outcomes that clearly link to the objectives and activities. Describe the outcomes in qualitative and quantitative terms. Address any performance outcomes unique to this project that will result from the implementation of the objectives and activities listed in the Statement of Work (Annual Workplan).

d.   Timelines

Provide the projected completion date for key activities within the term of the grant. Identify the month and year in which activities are scheduled to be completed. Do not make activities "on going" or year long. An estimated completion date must be entered.

e.   Responsible Persons

Identify specific individual(s), by roles that are responsible for completing the stated activities.

**9.   Application Budget Summary/
          Application Budget Detail Sheet   Maximum Points 15**

In order to help allocation recipients plan objectives, activities and their corresponding budgets, Appendix C, Guidelines, Definitions and Allowable Expenditures has been developed. Please review these guidelines before completing your application budget summary and application budget detail sheet.

**a.   Completion of Application Budget Detail Sheet/
          Application Budget Summary**

The purpose of the Budget is to indicate whether the project is well planned and reasonable in scope. Technical errors in the budget can be changed if the project is recommended for funding, as long as the request does not exceed the maximum amount allowable.

Application Budget Detail Sheet: The application budget detail sheet is required within the application and must be filled in before the application budget summary as it auto-fills and adds the application budget summary.

The application budget detail sheet is found within an Excel workbook in Appendix B. The budget detail sheet is filled in after completing the "Do First" and "Contact Sheet" tabs within the workbook because these sheets will auto-fill the applicable sections of the application budget detail sheet and application budget summary (preventing errors). The application budget detail sheet must include the cost of each budget classification requested indicating specific rates and amounts. It is expected that this breakdown will be highly detailed.

Application Budget Summary: After completing the application budget detail sheet, the application budget summary within the Excel workbook will be fully filled in via the auto-fill features. The application budget summary is to be signed by the Project Director and the District Chief Business Officer/Designee (if chosen for funding four originals in an ink color other than black will be requested in hard copy).

When entering dollar amounts, round off to the nearest dollar, DO NOT INCLUDE CENTS.

b.   Indirect Administrative Costs

Project funds are for direct services to the project only and are intended to supplement, not supplant existing programs.

The indirect administrative costs (overhead) for the fiscal agent cannot exceed four percent (4%) of the total grant (line 8 of the application budget summary). The application budget detail sheet and application budget summary within the Excel workbook (Appendix B) will show an error message if more than 4% of line 8 is requested.

c.   Travel

For Travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary for the project is allowed. List travel purpose and estimated cost. Out-of-State travel will be closely scrutinized and requires completion of the Out-of-State Travel Request form found in the RFA Templates.

In addition out-of-state travel must be disclosed on the application budget detail sheet. After the application has been fully executed, any out-of-state travel requires prior approval of the Project Monitor by sending in the above-mentioned form for approval. The state reserves the right to limit out-of-state travel. Out-of-country travel is not an allowable expenditure.

Because this grant requires travel to a number of mandatory meetings and conferences, applicants must clearly budget travel and fees associated with these events within the application detail sheet. These mandatory events include:

- California Community College Association for Occupational Education (CCCAOE) conferences (held bi-annually), including a pre-conference meeting day prior to the start of the Conference in order to receive professional development scheduled by the Chancellor's Office;
- CCCAOE Leadership Academy (if not already completed by TAPs), which is offered in conjunction with CCCAOE conferences typically;
- ASCCC CTE curriculum workshop; and
- Quarterly TAP Deep Dive and Extended Operations meetings.

In addition, some of these required conferences and trainings—the CCCAOE conferences, CCCAOE Leadership Academy, and ASCCC CTE curriculum workshop—have registration fees attached. Applicants should also list the registration fees associated with attendance at these and other similar events that are proposed. For additional information about these meetings, please see the RFA Specification.

d. Meetings, Trainings, and Workshops

Please detail the costs associated with hosting or coordinating meetings, trainings, and workshops. Applicants should list the costs of facilities and equipment rental, materials for participants, food, and any other logistical needs.

e. Consultants and Subcontractors

Applicants should detail the costs associated with hiring each consultant and subcontractor proposed, including each consultant and subcontractors' name (if known), service to be rendered, real or estimated daily or hourly rate, and estimated total cost. For rules regarding using subcontractors or subgrantees, please see Appendix A, Article II-Standard Legal Terms and Conditions.

f. Equipment Purchases

It is the intent of this funding to design and implement long-term effectiveness and sustainability. Therefore any equipment budgeted will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

10. **Project Management Plan**   **Maximum Points 15**
(Narrative – Limited to five pages, 1" margins,
single- or double-spaced, 12 pt. Arial font)

See the RFA Specification for a complete description of the management plan requirements. At a minimum the management plan requires a narrative consisting of a response to prompts, a description of project management structure, an organizational chart for operating the project, and Intent-to-Participate letters from partners, if any. The RFA does not require the participation of other colleges; however, it is encouraged where appropriate. The description of project management structure, an organizational chart for operating the project, and Intent-to-Participate letters from partners do not count against the five page narrative limit.

NOTE: The TAPs for Career Pathways Design are key talent roles for the Doing What Matters for Jobs and the Economy system. This position must consist of a team of two key talents. Each key talent is expected to be employed as TAP at no less than 80% of a position, but preferably at 100%. No individual can hold more than one key talent role for the system.

11. **Dissemination**   **Maximum Points 5**
(Narrative – Limited to one page, 1" margins,
single- or double-spaced, 12 pt. Arial font)

Project staff is encouraged to disseminate their findings and work products through State and regional venues. Describe how the TAPs will distribute grant materials or products to all partner individuals and organizations. In addition, please include a discussion of how TAPs will use the Practices with Promise eShowcase[1] to disseminate information on promising practices in career pathways design to the field. This narrative must not exceed one page.

12. **Coverage**   **Maximum Points 15**

The reviewers will assess the how well each proposal demonstrates the applicant's ability to provide adequate geographic and content area coverage. Applications should show that the Career Pathways Design TAPs can provide services to all stakeholders regardless of their location in California and address all relevant content areas either as subject matter experts or by engaging other subject matter experts to provide the necessary assistance. The intent is to ensure that the project protects against gaps in service due to location and lack of content area expertise. Evidence of coverage should be infused throughout the application.

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[1] The "Practices with Promise" eShowcase can be found at **http://dwmpracticeswithpromise.com/index.asp**.

13. Application Procedures

a. The application must be received in a single PDF document in the order specified above. It is therefore anticipated the applicant will print out all sections of the application, get the required original signatures and copy and/or scan that completed application into a single PDF document (using the correct order) that will be attached to an e-mail and submitted electronically.

Assemble a single complete electronic copy of the application in PDF format and make sure all the following required signatures are received:

1) The cover letter must be signed by the district's Chief Executive Officer or authorized designee.

2) Application Budget Summary must be signed by the district's Chief Business Officer (or authorized designee) and the Project Director.

b. Applications must be submitted electronically in a single PDF (no separate e-mails with pieces of applications will be accepted). The single PDF of the application must be e-mailed with the subject line reading**: 14-189: 2014-2015 Career Pathways Design TAPs to CareerPathwaysTAP@cccco.edu by 5:00 p.m. Friday March 6, 2015.** Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to:

Contact person for these RFA Instructions and Specification is: Jill Leufgen via e-mail at **jleufgen@cccco.edu**.

The maximum size for all attachments sent within an individual e-mail to the Chancellor's Office is 10 mb. The Chancellor's Office suggests that applicants check to see what their servers allow for attachments when sending documents.

NOTE: Within two business days after receiving an application via e-mail the Chancellor's Office will send an e-mail receipt. If after this timeframe the applicant does not receive a receipt they should contact Jill Leufgen at the e-mail address above to confirm receipt of their application.

I. Rejection of Application

The Chancellor's Office reserves the right to reject any and all applications received. A grant application shall be rejected prior to scoring if:

1. It is received at the Chancellor's Office via electronic submittal later than **5:00 p.m. on Friday March 6, 2015** or sent to the wrong e-mail address.

2. The RFA Specification Number is not correct on all the documents.

3. The Application Budget Detail Sheet or Application Budget Summary exceeds the amount allocated as detailed in the RFA Specification.

4. Both TAPs for Career Pathways Design do not meet the minimum 80 percent time requirement shown within the application budget detail sheet.

5. The Annual Workplan and/or Application Budget Detail Sheets do not show attendance at required meetings (see 'Travel' in the RFA Instructions 'Application Budget Summary/Application Budget Detail Sheet').

6. All required application documents are not submitted in a single e-mail including:

    a. A cover letter signed by the CEO or designee of the Community College District

    b. Contact Page

    c. Application Abstract (narrative does not exceed page limit)

    d. Table of Contents

    e. Need (narrative does not exceed page limit)

    f. Response to Need (narrative does not exceed page limit)

    g. Statement of Work (Annual Workplan)

    h. Application Budget Summary
    (Project Director's signature)
    (Chief Business Officer's/Designee's signature)

    i. Application Budget Detail Sheet

    j. Project Management Plan (narrative does not exceed page limit, plus a description of project management structure, an organizational chart, and Intent-to-participate letters from partners, if any)

    k. Dissemination (narrative does not exceed page limit)

    l. Out-of-State Travel Form(s) (if out-of-state travel is requested)

7. Contains facsimiles of forms and has changed language on those forms (this may cause a rejection).

8. Narrative sections of the application exceed the maximum page limit specified.

J.   Calendar of Key/Reporting Dates

Key Dates

December 23, 2014	RFA Released
January 16, 2015	Questions for Bidder's Conference due
January 23, 2015	Bidder's Conference
March 6, 2015	Deadline for Submitting Application
April 1, 2015	Notification of Intent to Award
April 15, 2015	Appeal Deadline
May 18-19, 2015	Board of Governors Approval (grants over $100,000)
July 1, 2015	Grant Commencement
June 30, 2017	Grant End Date

Reporting Dates

September 1, 2015	Design Report due (estimated date)[2]
October 25, 2015	1st Quarter Year-to-Date Expenditure and Progress Report due
January 25, 2016	2nd Quarter Year-to-Date Expenditure and Progress report due
February 15, 2016	Interim Report Outline due
April 25, 2016	3rd Quarter Year-to-Date Expenditure and Progress Report due
April 29, 2016	Interim Report due (estimated date)[3]
July 25, 2016	4th Quarter Year-to-Date Expenditure and Progress Report due
October 25, 2016	5th Quarter Year-to-Date Expenditure and Progress Report due
January 25, 2017	6th Quarter Year-to-Date Expenditure and Progress report due
April 25, 2017	7th Quarter Year-to-Date Expenditure and Progress Report due
February 22, 2017	Final Report Outline due
May 3, 2017	Draft Final Report due (estimated date)[4]
June 28, 2017	Final Report due (estimated date)[5]
June 30, 2017	Grant End Date
August 30, 2017	Final Claim of Expenditures and Final Progress Report

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[2] The Design Report is due two months after execution of the grant contract.

[3] The Interim Report is due two months after grantee receives approval on the Interim Report outline from the Chancellor's Office.

[4] The Draft Final Report is due two months after grantee receives approval on the Final Report outline from the Chancellor's Office.

[5] The Final Report is due one month after grantee receives comments on Draft Final Report from the Chancellor's Office from the Chancellor's Office.

Chancellor's Office, California Community Colleges

RFA Specification

RFA Specification No.: 14-189

Funding Source: Senate Bill (SB) 858 (formerly SB 1070, Steinberg, Career Technical Education Pathways Program)

Funding Period: July 1, 2015 through June 30, 2017

Total Funds Available: $950,000

Number of Awards: One

Match: No match required

BACKGROUND

Framework for Doing What Matters for Jobs and the Economy[6]

The goals of Doing What Matters for Jobs and the Economy are as follows: to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include focusing on regional priority/emergent sectors and industry clusters (to be referred to simply as "sectors"); taking effective practices to scale; integrating and leveraging programming between funding streams; promoting common metrics for student success; and removing structural barriers to execution.

It is the intent of the division, wherever possible, to target the investment of incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

INTRODUCTION

This grant provides funds for a two-person key talent team of technical assistance providers (TAPs) for Career Pathways Design. This key talent team will represent the Chancellor's Office by serving as the statewide liaison for Career Pathways Design. The TAPs will be responsible for:

- recommending legislative and regulatory policies and procedures;
- identifying and disseminating best practices that will improve Career Pathways statewide; and

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[6] Information on Doing What Matters for Jobs and the Economy can be found at **http://doingwhatmatters.cccco.edu/** (also included in the reference materials section at the end of the RFA).

- providing leadership, guidance, and technical assistance at the local, regional, and state level in order to expand and improve Career Pathways from middle and high schools to community college programs and promote student success.

SB 1070 Career Technical Education Pathways Program Overview[7]

Senate Bill 1070, Steinberg, extended the Career Technical Education Pathways Program until June 30, 2015. The purpose of the bill is to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in postsecondary education by developing career technical education pathways between high schools and community colleges.

The mission of the Career Technical Education Pathways program is to contribute to California's job growth and economic vitality through collaboration and articulation between California's middle and high schools, postsecondary education, and regional business and labor organizations to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors. Directives set forth in SB 1070 are to increase readiness of middle and high school pupils for postsecondary education and careers in regional economic sectors by:

- Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for students.
- Increasing attainment of industry recognized certificates.
- Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.
- Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded.
- Providing professional development to teachers and faculty.
- Expanding student's opportunities in paid or unpaid work experience programs and internships.
- Successful implementation of the State's existing career pathways.
- Validating reliable measures to establish readiness for postsecondary education and career.

Introduction to the SB 1070 Career Technical Education (CTE) Pathways Grants[8]

The mission of the Career Technical Education Pathways program is accomplish the broader objectives of SB 1070 by supporting regions as they develop and implement sustainable

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[7] Within the reference materials section at the end of the RFA is a link to SB 1070 for those that wish to research these documents for a full understanding of the system goals and or legal requirements for this RFA.
[8] Information on CTE Pathways Program grants can be found at **http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTEPathways.aspx**. Information on SB 1070 can be found at

policies and infrastructure that results in the successful transition of CTE students from high schools to community colleges, thus preparing them for further education or entrance into the workforce.

In December 2013, 11 regional consortia were funded to design and implement a plan to improve linkages and pathways from secondary to post-secondary education and into the workforce.[9] The following is a brief summary of the activities they were tasked with doing:

- Planning Year (Year 1):

  o Convene key players to develop a 2-year consortium plan and budgets (submitted to the Chancellor's Office in October 2014).

  o Collect consortium baseline data to develop an inventory of articulated courses, career pathways, and to identify the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges;

  o Participate in LaunchBoard training and meetings to learn how to coordinate LaunchBoard data collection in years 2 and 3.[10]

- Implementation Years (Years 2 and 3)

  o Implement plan

  o Commence LaunchBoard data collection

NEED

The need section is a narrative that concisely describes the need for the projects in response to the prompts below. In addition, the applicant should reference source(s) for substantiation of the need statement.

Responses should address the following prompts:

- Identify the value of Career Pathways development for California Community Colleges, California K-12 education, and the California workforce development system.

- Describe landscape of Career Pathways development in the local, regional, state, and national-level. Identify challenges and opportunities in Career Pathways development, implementation, sustainability, and evaluation.

- Describe your understanding of the needs of Career Pathways practitioners in the state.

- Discuss the intersection of Career Pathways work with on-going educational and workforce development activities in the state.

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[9] The RFA for CTE Pathways Program grants can be found at
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTEPathways.aspx
[10] Information on the LaunchBoard can be found at **http://www.doingwhatmatters.cccco.edu/LaunchBoard.aspx**.

RESPONSE TO NEED

This section is a narrative that at a minimum responds to the sections listed in the prompts listed within this section. While the 'Objectives and Activities' should map directly to the Annual Work plan (Appendix B), this narrative section is where applicants should provide greater detail about the intent behind their plans, the substance of proposed activities, and anticipated impacts on CTE Pathways Program grantees' efforts, other Career Pathways practitioners, and the Chancellor's Office's regional and sector-based work.

Responses must address all of the following:

- Describe the applicant's general approach to the provision of technical assistance.
- Describe the applicant's technical assistance plan. This plan description must discuss how the needs specified above will be addressed and detail how it will accomplish all of the "Objectives and Activities" listed below.

OBJECTIVES AND ACTIVITIES

The following section describes all of the objectives and activities that the applicant needs to address in their technical assistance plan and annual work plan. **Applicants must respond to every objective. The activities listed below represent the minimum level of effort the applicant needs to address.** Applicants should include any additional activities they feel are needed to accomplish the stated objectives. The Chancellor's Office encourages applicants to be creative and innovative in their approaches.

Objective #1: Supply Structural Support

The key talent will **supply structural support** to the Chancellor's Office and the Doing What Matters for Jobs and the Economy Framework related to Career Pathways by:

- Serving as first point of contact for aligning California Career Pathways programs with the Doing What Matters for Jobs and the Economy Framework, including making recommendations to the Chancellor's Office on policy and process changes.
- Collaborating with others whose work impacts Career Pathways including (but not limited to) Career Pathways practitioners in both K-12 and postsecondary education (e.g., SB 1070 CTE Pathways Program grantees, California Career Pathways Trust (CCPT) grantees, CTE Transition grantees, Perkins administrators, Adult Education programs)[11], Regional Consortia leads, Sector Navigators, Deputy Sector Navigators[12], Academic Senate for California Community Colleges (ASCCC),

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[11] Information on California Career Pathways Trust (CCPT) 2006 can be found at **http://www.cde.ca.gov/ci/ct/pt/** and **http://doingwhatmatters.cccco.edu/WEDDGrants/CareerPathwaysTrustGrants.aspx**; Information on Carl D. Perkins Career and Technical Education Act of 2006 can be found at **http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV.aspx**; Information on CTE Transitions 2006 can be found at **http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CTETransitions.aspx**; Information on Academic Senate for California Community Colleges (ASCCC) 2006 can be found at **http://www.asccc.org/**.
[12] **http://doingwhatmatters.cccco.edu/WEDDGrants/GranteeRoles.aspx#sn**

California Workforce Investment Board (CWIB), Local Workforce Investment Boards (LWIBs), and Employer/Industry Groups to:

- o identify existing state and regional efforts in order to develop a comprehensive technical assistance Design Plan (see 'Objective #5: Generating Shared Knowledge'); and
- o coordinate ongoing efforts with those of other practitioners/stakeholders.

- Attending California Community College Association for Occupational Education (CCCAOE) Conferences (held twice annually)[13] and Chancellor's Office TAP Deep Dives and Extended Operations Team Meetings[14] (held quarterly) in order to:

  - o represent Career Pathways practitioner interests and act as liaison between practitioners and the Chancellor's Office; and
  - o interact with the Regional Consortia, Sector Navigators and Deputy Sector Navigators to stay on top of what local, regional, and statewide needs are related to Career pathways.

Objective #2: Engage in Strategic Learning

In order to advise Career Pathways practitioners and the Chancellor's Office, the key talent will **engage in strategic learning** that keeps them abreast of all in-state and national Career Pathways work/research and statewide data collection strategies by:

- Staying informed of all on-going Career Pathways work in the state to maintain a working knowledge of all programs and identify intersections for coordinating efforts including: SB 1070 CTE Pathways Program, CCPT, Perkins CTE Transitions, Linked Learning efforts, Adult Education programs, and Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant efforts that incorporate pathways work, etc.

- Staying informed of Career Pathways research and work going on in other states and at the national level—such as work through state initiatives across the country, Pathways to Prosperity, Jobs For the Future (JFF), TAACCCT grants, Center for Law and Social Policy (CLASP), National Career Pathways Network, Office of Community College Research and Leadership (OCCRL)—in order to bring best practices/recommendations to the Chancellor's Office and the California Community Colleges.

- Identifying professional development opportunities for educational entities incorporated into Career Pathways (i.e., high schools and community colleges),

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[13] Information on CCCAOE Conferences can be found at **http://www.cccaoe.org/index.cfm?pageID=Conf_Future**.

[14] Extended Operations Team Meetings convene relevant stakeholders—Regional Consortia Chairs/Co-Chairs and Coordinators, Sector Navigators, Select TAPs, CCCCO WEDD Vice Chancellor & Deans, and CCCCO WEDD Grant Monitors—in order to discuss the statewide implementation of the Doing What Matters for Jobs and the Economy framework. These meetings are preceded by TAP Deep Dive Meetings where members—select TAPs, CCCCO WEDD Grant Monitors for TAPs, and the Vice Chancellor of WEDD—discuss TAP-specific items and decide if any should be floated up to the subsequent Extended Operations Team Meeting for general discussion. Information on the meeting schedule can be found at **http://doingwhatmatters.cccco.edu/Events/DivisionMeetings.aspx**.

Regional Consortia members, Sector Navigators, Deputy Sector Navigators, and Chancellor's Office staff.

- Attending LaunchBoard trainings and meetings to ensure significant understanding of the system in order to aid CTE Pathways Program grantees with data collection and reporting.

- [If not already completed by TAPs] Engaging in on-boarding activities aimed at acquiring the necessary knowledge and skills to become effective leaders in the Doing What Matters for the Jobs and the Economy framework, including reviewing items 1.0-1.4 of the "Onboarding & Professional Development of Ext Ops Team" on the Doing What Matters website;[15] completing the CCCAOE Leadership Academy Program;[16] and attending an ASCCC CTE curriculum workshop.[17]

Objective #3: Foster the Career Pathways Community of Practice (CoP)

To establish a means for Career Pathways practitioners to make peer-to-peer connections, collectively troubleshoot problems, engage in joint planning and advocacy, and share resources, lessons learned, and promising practices; the key talent will **foster the Career Pathways CoP** by:

- Brokering connections and encouraging peer-to-peer sharing between all various pathways efforts in the state in order to work toward better coordination and information sharing across all relevant groups and agencies including (but not limited to) CTE Pathways Program grantees, CCPT grantees, Carl D. Perkins grantees, Linked Learning grantees, the California Department of Education (CDE), and the Chancellor's Office.

- Regularly facilitating convenings of CTE Pathways Program grantees (in-person and/or virtually) to give them the opportunity come together to share challenges and promising practices; collaborate on pathways program planning and/or implementation; and discuss how to improve outcomes for students.

- Supporting groups working on statewide pathways alignment by helping to coordinate group initiatives and spearhead efforts to organize meetings (in-person and/or virtually) for these work groups.

- Using technology to assist in promoting the Career Pathways CoP. Examples of such technology might include:
  - Developing a CoP website for Career Pathways practitioners in California,

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[15] "Onboarding & Professional Development of Ext Ops Team" can be found at **http://doingwhatmatters.cccco.edu/ForWEDDGrantees.aspx**.

[16] Information on the CCCAOE Leadership Academy can be found at **http://www.cccaoe.org/index.cfm?pageID=Leadership_Academy**. Please note that there are fees associated with participating in this training,

[17] An example of an ASCCC CTE curriculum workshop can be found at **http://www.asccc.org/events/2015-01-15-080000-2015-01-16-080000/2015-cte-curriculum-academy**. Please note there are fees associated with participating in this training. In addition, please note that this academy is combined with a portion of the CCCAOE Leadership Academy described above.

- o Producing webinars aimed at informing and supporting Career Pathways practitioners work,[18]
- o Communicating via social media, and
- o Other innovative strategies/tools.

Objective #4: Provide Direct Technical Assistance to CTE Pathways Program Grantees

The key talents will **provide direct technical assistance to CTE Pathways Program grantees** to support their Career Pathways work by:

- Serving as the first point of contact for CTE Pathways Program grantees with the intent of assisting California Community Colleges and Districts in developing, expanding, or improving Career Pathways programs.

- Assessing the CTE Pathways Program grantees two-year consortium plans to get a better understanding of what grantees are proposing to do and use this to refine technical assistance design report (see 'Objective #5: Generate Shared Knowledge' and Deliverables under 'Reporting and Accountability Requirements').

- Serving as a Subject Matter Expert (SME) in articulation, dual enrollment, concurrent enrollment, career pathways, and/or curriculum development and approval; *and* brokering connections between additional SMEs with expertise in other areas of need and CTE Pathways Program grantees.

- Providing one-on-one coaching to each grantee consortium. Coaching should include (but is not limited to):
  - o helping grantees identify and address barriers,
  - o coordinating and delivering training for grantees when areas of need are identified, and
  - o presenting at or facilitating meetings of consortia stakeholders when necessary to further grantees' efforts.

- Providing guidance and support to grantees' in their efforts to collect and report data for the LaunchBoard, SB 1070 reporting requirements, and any other required reporting and metrics.

- Supporting CTE Pathways Program grantees' products by providing assistance with development of statewide resources being created by CTE Pathways Program grantees. This assistance may come in helping grantees organize, write, and/or edit these resources.

Objective #5: Generate Shared Knowledge

In order to document and share information about the challenges and promising practices related to Career Pathways design and implementation, the key talent will

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[18] Grantees of the Chancellor's Office will be have access to free phone conferencing, web meeting, and webinar services via CCC Confer (**www.cccconfer.org**).

generate shared knowledge for the Chancellor's Office, Doing What Matters for Jobs and the Economy stakeholders, and the public-at-large (when applicable) by:

- Providing guidance to the Chancellor's Office staff and other educational entities conducting Career Pathways work on the needs of middle and high school and community college related to implementing, running, and sustaining Career Pathways programs; current Career Pathways trends and funding opportunities; and promising research and best practices from regional, state, and national practitioners and organizations.

- Producing the following deliverables aimed at promoting knowledge and information about Career Pathways work in California (the items below are required, however, applicants may propose to submit additional deliverables):
  - *Design Report:* After reviewing the CTE Pathways Program grantees' 2-year consortium plans and collaborating with other stakeholders to identify existing state and regional efforts (see 'Objective #1: Supply Structural Support' and 'Objective #4: Provide Direct Technical Assistance to CTE Pathways Program Grantees'), submit a report that describes the areas in which technical assistance is needed and all planned activities for technical assistance for the entirety of the project. The Design Report should also include a communications strategy that outlines how the grantee will foster the development of the Career Pathways CoP (see 'Objective #3: Foster the Career Pathways CoP'). The Design Report may also include recommendations to update the work plan. *(Due two months after execution of the grant agreement.)*
  - *Interim Report:* Summarize all of the obstacles/challenges and emerging promising practices related to implementing CTE Pathways Program Grants; provide case studies of each of the CTE Pathways Program grantees; and present a broad survey of statewide Career Pathways efforts. *(Interim Report Outline is due by February 15, 2016 for approval by the Chancellor's Office. Interim Report is due two months after approval of the Interim Report Outline.)*
  - *Final Report:* Summarize technical assistance activities (including challenges and best practices); obstacles faced by grantees; lessons learned from CTE Pathways Program grantees; examples of best practices in Career Pathways implementation; and policy recommendations. Final report should include as appendices all products developed under the Career Pathways Design TAPs grant funding, such as assessment tools, survey instruments, webinar summaries, toolkits, briefs, reports, etc. *(Final Report Outline is due by February 22, 2017 for approval by the Chancellor's Office. Draft Final Report is due two months after approval of the Final Report outline. Final Report is due one month after grantee receives comments on the Draft Final Report from the Chancellor's Office.)*

PROJECT MANAGEMENT PLAN

The TAPs for Career Pathways Design are key talent roles for the Doing What Matters for Jobs and the Economy system. This position must consist of a team of two key talents. Each

key talent is expected to be employed as TAP at no less than 80% of a position, but preferably at 100%. No individual can hold more than one key talent role for the system.

The applicant must designate one of the key talents as the Project Director in the project management plan and additional required management documentation.

The management plan narrative must include:

1) **Recruitment and Retention Practices:** The applicant should describe their ability to recruit and retain quality staff for grant-funded positions.

2) **Qualifications:** The applicant should describe their plan for ensuring that Career Pathways Design TAP hires will satisfy the minimum and desired qualifications listed below. The plan should also include how the applicant plans to hire TAPs in a way that ensures: (1) coverage of geographical areas; (2) coverage of content area expertise, and (3) all the objectives and activities detailed in the Response to Need/Annual Work Plan are accomplished.

> **Minimum Qualifications of Key Talent Staff Member(s):** The following are the minimum qualifications a grantee must meet to apply for the grant.

> - Both key talents must have demonstrated hands-on experience developing and implementing career pathways across multiple secondary and post-secondary institutions.

> - At least one key talent must be a current or former Career Technical Education (CTE) Dean at a Community College.

> **Desired Qualifications:** The following are the desired qualifications for TAPs.

> ***Content Area Knowledge***

> - Experience working in and understanding all areas of the California educational system, including K-12, community college, and 4-year colleges/universities.

> - Knowledge and understanding of legal and policy regulations impacting Career Pathways development including the California Code of Regulations: Title V. Education, California Education Code, Common Core State Standards Initiative (and implementation in California), and the legislative process.

> - Experience in Career Pathways development and relevant content areas related this development (i.e., articulation, dual enrollment, concurrent enrollment, and curriculum development and approval).

> - Knowledge of local, regional, statewide, and national efforts and research related to creating Career pathways.

> - Experience working with the various data systems in use by Career Pathways practitioners in California (e.g., LaunchBoard, Cal-PASS Plus, CALPADS, CATEMA, etc.).

Professional Expertise

- Experience in providing technical assistance for secondary and/or post-secondary educational programs.

- Experience hosting interactive meetings, facilitating discussions, and making presentations.

- Experience convening in-person and virtual meetings, including coordinating logistics, planning activities/sessions, and using the necessary technology to conduct both in-person and virtual meetings.

- Ability to engage diverse sets of stakeholders, such as students, secondary and post-secondary staff and faculty, school and college administrators, state educational agency staff, policymakers, and employers.

- Ability to recruit and engage subject matter experts.

- Experience developing written materials for local, regional, or state agency staff members and policymakers, such as evaluations, reports, briefs, white papers, etc.

- Experience developing written materials for practitioners, such as desk references, manuals, guidance memos, etc.

- Experience in advocacy and policy work related to secondary and/or post-secondary educational programs.

Technological Skills

- Experience using digital media for communication in a professional setting, including curating websites, writing blogs or other posts, and using social media (e.g., Facebook, LinkedIn, Twitter, etc.).

- Experience using webinar technology to facilitate virtual meetings/convenings and make presentations.

- Ability to use technology to streamline project management.

Project Management Skills

- Strong organizational and project management skills.

- Strong written and oral communication skills.

3) Additional Required Management Documentation *(The following does not count as part of the narrative page count.)*

- Description of project management structure.

- Organizational chart for operating the project.

- Intent-to-participate letters from partners, if any. The RFA does not require the participation of other colleges; however, it is encouraged where appropriate.

REPORTING REQUIREMENTS

1) Deliverables

As described in the 'Response to Need' section (specifically 'Objective #5: Generate Shared Knowledge'), the awarded grantee is expected to produce the following deliverables (though the applicant may propose additional deliverables) according to the timeline specified:

1. **Design Report** that describes the areas in which technical assistance is needed and all planned activities for technical assistance for the entirety of the project. The Design Report should include a communications strategy that outlines how the grantee will foster the development of the Career Pathways CoP. The Design Report may also include recommendations to update the work plan. *(Due two months after execution of the grant agreement.)*

2. **Interim Report** that summarizes all of the obstacles/challenges and emerging promising practices related to implementing Career Pathways Program Grants; provide case studies of each of the Career Pathways Program grantees; and present a broad survey of statewide Career Pathways efforts. *(Interim Report Outline is due by February 15, 2016 for approval by the Chancellor's Office. Interim Report is due two months after approval of the Interim Report Outline.)*

3. **Final Report** that summarizes technical assistance activities (including challenges and best practices); obstacles faced by grantees; lessons learned from CTE Pathways Program grantees; examples of best practices in Career Pathways implementation; and policy recommendations. Final report should include as appendices all products developed under the Career Pathways Design TAPs grant funding, such as assessment tools, survey instruments, webinar summaries, toolkits, briefs, reports, etc. *(Final Report Outline is due by February 22, 2017 for approval by the Chancellor's Office. Draft Final Report is due two months after approval of the Final Report outline. Final Report is due one month after grantee receives comments on the Draft Final Report from the Chancellor's Office.)*

2) Year-to-Date Expenditures and Progress Report

Each allocation recipient is required to submit quarterly Year-to-Date Expenditure and Progress Reports via an online reporting system (see **Calendar of Key/Reporting Dates, Section M** or, or Appendix A, Article I, Section 3, for quarterly reporting due dates and terms). No negative numbers are allowed within quarterly reports since the Chancellor's Office allows for liberal budget movement quarterly (see Article I, Section 2, Budget Changes) and has an online process for those budget changes that require Project Monitor approval.

3) Accountability Reporting

The accountability for and measurement of grant activities administered through CCCCO's Workforce and Economic Development Division is integral to a successful project. For the Career Pathways Design TAPs, only the Quality of Service measure has been included.[19]

REFERENCE MATERIALS

List of Appendices

Legal Terms and Conditions Articles I and II (Appendix A)

Application Forms (Appendix B)

Guidelines, Definitions, and Allowable Expenditures (Appendix C)

Common Metrics and Accountability Measures (Appendix D)

RFA Templates

References

Doing What Matters for Jobs and the Economy: **http://doingwhatmatters.cccco.edu/**

SB 1070—Career and Technical Education Pathways: http://www.leginfo.ca.gov/cgi-bin/postquery?bill_number=sb_1070&sess=1112&house=B&author=steinberg

RFA Information for SB 1070 Career Technical Education Pathways Program Grant: **http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTE Pathways.aspx**

Information on the California Career Pathways Trust: **http://www.cde.ca.gov/ci/ct/pt/**

Additional documents and resources on the Chancellor's Office RFA Process: **http://doingwhatmatters.cccco.edu/WEDDGranteeResources.aspx**

TERMS AND CONDITIONS

This grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions, as set forth in the RFA Instructions are incorporated into this grant by reference.

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[19] See Appendix D for more detail about the Quality of Service measure.