Request for Applications

RFA Instructions, RFA Specification, and Terms & Conditions

Program

> **Industry-Driven Regional Collaborative (IDRC)** – Acute Labor-Market Needs - Industry-Recognized Credentials and 21st Century Skills

RFA Specification Number

> 15-198

Funding Fiscal Years

> 2015-2016

Total Funds Available

> Up to $1.8 Million

Funding Source

> Senate Bill 1402 (Lieu) California Community Colleges Economic and Workforce Development Program

RFA Release Date: Friday, January 22, 2016

Letter of Interest Deadline: Friday, February 5, 2016

> Only required for multi-college networks or any college interested in joining a multi-college network with the intent of addressing acute labor market needs: Industry-Recognized Credentials and 21st Century Skills

Application Deadline

> Applications must be received electronically to the Chancellor's Office by **Friday, March 4, 2016 at 5:00 pm** to **IDRC@cccco.edu** with the subject line reading: **2015-2016 IDRC/Name of the College/District**

Questions Deadline

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

Bidder's Conference: Monday, February 1, 2016, 10:00-11:00 am.

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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 California Community Colleges Chancellor's Office (CCCCO).

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 1402 California Economic and Workforce Development (EWD) Program

SB 1402, the Economic and Workforce Development Program approved by the legislature in September 2012, describes an Industry-Driven Regional Collaborative (IDRC) as participants of regional networks across programs and sectors, to meet the needs and fill gaps in services that respond to regional business, employee, and labor needs. The use of industry-driven regional collaboratives shall provide a stable and flexible response mechanism for the identification of training priorities and to focus resources on intensive projects for competitive and new and emerging industry sector technologies. It is through the EWD Program short-term funding incentives that IDRCs stimulate the California Community College system to become market responsive, assist incumbent workers to become more competitive in their region's labor market, increase competency, and identify vital career pathways to economic self-sufficiency, a living wage, and lifelong access to good-paying jobs. Funding shall not be limited per project, but shall be based on the merit and reasonable cost for the anticipated outcomes and performance of the project.

Doing What MATTERS for Jobs and the Economy framework

The goals of the Doing What MATTERS for Jobs and the Economy (DWM) framework 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: a focus on regional priority/emergent sectors and industry clusters (to be referred to simply as "sectors"; take effective practices to scale; integrate and leverage programming between funding streams; promote common metrics for student success; remove structure barriers to execution. It is the intent of the CCCCO Division for Workforce and Economic Development, wherever possible, to target incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

Background and Need

California Community Colleges lead the state and nation in providing postsecondary career technical education (CTE) and training. Serving more than 2.1 million students, the 113 community colleges provide workforce training, basic skills education, and transfer preparation. Students can enroll in associate degree and certificate programs in 350 fields of study. The colleges also offer apprenticeship programs, short-term training aligned to third-party credentials, and incumbent worker training to upgrade skill sets in various industry sectors. These systemic resources position the California community colleges to help address the following:

- Employers current struggles to address their growing skills gaps.
- The changing needs of employers and the diminishing middle-class,
- Students need career pathways that allow for immediate job opportunities and the pursuit of longer-term career goals.
- Increase the number of students and workers achieving industry recognized credentials.

However, these four objectives require career technical education courses that reflect regional economic needs, yield higher increases in earnings, and address the varied needs of student to achieve their education and career goals. California Community Colleges programs in career and technical education drive higher incomes, especially for women, according to a recent policy brief published by UC Davis (*Community College Career Technical Education Programs Significantly Increase Earning,* Ann Stevens, Michal Kurlaender and Michel Grosz; UC Davis, 2015). It should be noted that this report showed that 60% percent of students in programs with the highest returns were White, compared to 50 percent in other programs.

Skills Gap

Employers currently struggle to find workers who possess the necessary skills to fill job openings, and this skills gap is projected to grow. By 2025, 30 percent of all job openings in California – or a total of 1.9 million jobs – will require some form of postsecondary education short of a four-year degree. California's education pipeline is not keeping pace with the higher levels of skills and education required by employers and must significantly increase the number of individuals with industry-valued, middle-skilled degrees, certificates and credentials. Far too many Californians do not possess the right skills and education to obtain a good job. Closing the skills gap in California is essential to bolster California's economic vitality and restore upward mobility to its residents.

Current Trends

Two current trends widely identified in the American workforce are: (1) the decline of the American middle class and (2) the changing needs and demands of employers, paired with changes in student behavior. Indeed, the April 2012 report of the 21st-Century Commission on the Future of Community Colleges clearly noted that stagnant income levels and declining education levels are imperiling the American Dream [American Association of Community Colleges, *Reclaiming the American Dream: A Report from the 21st-Century Commission on the Future of Community Colleges* (Washington, D.C.: AACC, 2012)].

Career Pathways

At the same time, students are looking for accelerated pathways into the workplace, and employers are looking for defined skill-sets to fill what Anthony Carnevale and his colleagues at the Georgetown University Center on Education and the Workforce describe as "middle jobs." These jobs were once accessible to high school graduates. In the changing economy, these jobs now require education beyond high school. Carnevale defines middle jobs as those that require postsecondary education below the baccalaureate level and have an earnings threshold of $35,000 per year (or 185 percent of the poverty level for a family of four in 2011) [Anthony P. Carnevale, Tamara Jayasundera, and Andrew R. Hanson, *Career and Technical Education: Five Ways That Pay Along the Way to the B.A.,* (Washington, D.C.: Georgetown University Center on Education and the Workforce, September 2012].

Industry Recognized Credentials

It is often identified to fill these middle-skill jobs is to rapidly increase the number of industry-recognized credentials offered by third-party certification. According to the Association of Career Technical Education (ACTE), the term ''industry-recognized,'' used with respect to a credential, means a credential that:

1.   Is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes in that industry or sector; and,

2.   Where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector, often referred to as a third-party certification.

Industry-recognized credentialing is central to both the development and qualification of a world-class workforce and as a means to help to lift thousands of Californians out of poverty. However, according to United States Department of Labor statistics, the declining rates of post-secondary credential attainment threaten America's global competiveness and ability to generate broadly-shred prosperity at home. The Federal Workforce Investment Act (Perkins), the Workforce Innovations and Opportunities Act (WIOA), the State of California and the CCCCO have all explicitly identified industry-recognized credentials as necessary to secure and advance employment with family-sustaining wages and to provide America's employers with the skilled workers needed in a global economy. Indeed, more than 25% of students who receive post-secondary industry-recognized credentials earn more than the average bachelor's degree recipient and the more than one million middle-skills jobs needed by California in the next decade will be filled primarily by those who have achieved meaningful credentials.

While it is difficult to generalize regarding use of certification as a measure of employability or qualifications, employers increasingly rely on industry-specific certificates

as an indication of preparedness for employment and as a predictor of future success. Industry-recognized credentials are tied to effective career pathways, opportunities for internships and apprenticeships, and as more easily accessible routes for low-income students to document skill attainment as recognized by third party certifications, such as the Certified Production Technician (CPT) Certificate by the Manufacturing Skill Standards Council (MSSC) or the Certified Manufacturing Technologist by SME (Society of Manufacturing Engineers).

The most successful models for the development and implementation of industry-recognized credentials have the following in common:

- Strong partnerships between regional employers, colleges, labor unions, workforce boards, community organizations (including and especially those associated with poverty-reduction) and economic development agencies;
- The creation of well-aligned workforce investment systems;
- Close articulation with secondary and post-secondary curricula, for-credit certificates, programs and degrees;
- An alignment of workforce, educational and social services;
- Wide-spread and frequent promotion of the value of these credentials for students of all types;
- Targeted populations such as economically-disadvantaged populations or under represented populations;
- A focus on nationally and regionally industry-recognized credentials such as:
  o Career readiness
  o Employability skills
  o Technological and digital literacy
  o Science, Technology, Engineering and Mathematics (STEM) competency
  o Industry-specific skills identified by employers
  o Extensive connections to nationally recognized professional, trade or accrediting agencies
  o Continually evaluated, updated and improved curricula;
  o Stackable credentials

Other opportunities for improvement and innovation in industry-recognized certificates include:

- Increased online education
- Use of technology such as mobile apps
- Creation of new certificates as a result of closer coordination between educators and employers
- Certifications based on emerging occupations

As it is essential that CTE programs yield the highest returns for its students, which can be validated as promising field of study by regional industries. Equally important is the connection with available student supportive services on campus or in the community; such as local workforce development services or social services to ensure we expand access and help ensure students meet educational goals for those in poverty.

C.   Objectives

This IDRC RFA invites submission of the following:

1.   Multi-College Proposals

This IDRC is targeted at addressing acute labor market needs -- advised by the CCCCO's Economic Development Program Advisory Committee (EDPAC) advisory body, the DWM's Labor-Market Centers of Excellence and the California Community College Board of Governors -- where there is inadequate responsiveness at the local level and a multi-college networked approach can accelerate the scale of response. Specifically, this IDRC seeks multi-college proposals for meeting these employer needs:

a)   A bundled sequence of industry-recognized certificates approach to enable students and workers to enter into and compete for jobs in the broad occupational ladder of priority and emergent industry sectors.

While single college solutions are welcomed to apply, the severity of the labor market need drives the CCCCO to bring colleges interested in this IDRC into a network coordinated by regions and industry sectors to accelerate time- to-market and best practice sharing.

b)   An approach to embedding employer-advised 21st century skills into existing Career and Technical Education (CTE) curricula and programs, including work-based learning coursework, in order to answer the pervasive call by employers to improve these competencies amongst graduates. The proposal should have a mechanism for employers to evaluate and recognize badges that demonstrate 21st century skills competencies.

While single college solutions are welcomed to apply, the severity of the labor market need drives the CCCCO to bring colleges interested in this IDRC into a network, coordinated by a member of the CCCCO WEDD Extended Operations Team.

2.   Standard individual IDRC applications
In addition to the solicitation for multi-college applications addressing the above acute needs, this IDRC Request for Application invites standard individual IDRC projects that meet the needs and fill gaps in services that respond to local regional needs of business, industry, employee, and workforce. These service–delivery structures are intended to offer flexibility to local communities and partners to meet the identified regional economic development needs.

California Community Colleges participating in IDRCs may provide and/or perform any or all of the following services and functions leading to development of industry-recognized credentials, including:

- Convening skill panels to produce deliverables, such as model curriculum, that contribute to workforce skill development common to competitive and emerging industry sectors and industry clusters within a region.

- Development of instructional packages focusing on the technical skill specific to emerging or changing occupations in targeted industry sectors and industry clusters.

- Support student or worker evaluation of, and fit for, career paths by articulating how a curriculum model fits within a career pathway, career lattice or system of stackable credentials, relevant career readiness battery scores, and career guidance tools.

- Faculty mentorships, faculty and staff development, in-service training, and worksite experience supporting the new curriculum and instructional modes responding to identified regional needs.

- Institutional support, professional development, and transformational activities focused on removing systemic barriers to the development of new methods, transition to a flexible and more responsive administration of programs, and the timely and cost-effective delivery of services.

- Deployment of new methodologies, modes, and technologies that enhance performance and outcomes and improve cost-effectiveness of service delivery or create new college programs.

- One-on-one counseling, seminars, workshops, and conferences that contribute to the achievement of success of existing businesses and foster the growth of new businesses and jobs in emerging industry clusters.

- Delivery of performance-improvement training, which shall be provided on a matching basis to employers to benefit workforce participants. This will promote continuous workforce improvement in identified strategic priority areas, identified industry clusters, or areas targeted in the regional business resource assistance and innovation network plans.

- Credit, not-for-credit, and noncredit programs and courses that contribute to workforce skill development for competitive and emerging industry sectors and industry clusters within a region or that focus on addressing a workforce skills gap or occupational shortage.

- Subsidized student internships or work-based learning on a cash or in-kind matching basis for program participants in occupational categories identified in competitive and emerging industry sectors and industry clusters.

- Acquisition of equipment to support the eligible activities and the limited renovation of facilities to accommodate the delivery of eligible services.

D.   Funding and Performance Period

The 2015-16 Industry-Driven Regional Collaborative grant awards will be funded through the SB 1402 EWD Program. Grants will be awarded for a time period of 18-months. All performance under this allocation shall be completed by February 28, 2018. An interim Final Narrative Report will be due at the end of Year 1 Reporting and must be submitted electronically to your Project Monitor no later than August 31, 2017. Year 2 Final Expenditure and Match reports are due no later than March 31, 2018. This also includes electronic submission of the Final Narrative Report to the Chancellor's Office no later than March 31, 2018. Applicants are encouraged to complete programming in 18 months if feasible.

The maximum available funding for this Request for Application (RFA) is up to $1.8 million. Funding shall not be limited per project, but shall be based on the merit and reasonable cost for the anticipated outcomes and performance of the project and, if a multi-college proposal, the number of involved colleges in a network and estimated total number of industry-recognized credentials to be generated, which must be enumerated by the applicant in great detail by sector, region or multi-region (if a multi-college network) and college.

The Chancellor's Office reserves the right to adjust awards based upon the availability of funds. The Chancellor's Office reserves the right to fund applications at a lesser amount if it is determined that the application can be implemented with less funding or if state funding is not sufficient to fully fund.

E.   Eligibility

Only a California community college or its district is eligible to apply either as 1) a single-college applicant or as 2) the lead applicant on behalf of a multi-college network.

Initial submission of a Letter of Interest *(Letter of Interest)*

Submission of an initial Letter of Interest is required <u>only</u> for multi-college networks or any college interested in joining a multi-college network with the intent of addressing the following acute labor market needs:

- Industry-Recognized Credentials
- 21st Century Skills

If there is already a multi-college network interested in this IDRC, only one Letter of Interest submitted by lead applicant is required and should outline all the involved colleges.

All Letters of Interest should include the name of college(s), and the lead contact name/email/phone for all involved college(s). If an institution already has an interested faculty or contractor, please list the person's name/contact.

Letters of Interest forms must be completed and submitted electronically by **Friday, February 5, 2016,** to Abigail Singleton at asingleton@cccco.edu

NOTE: Colleges may be changed, added or deleted prior to the final submission of the application.

All Letters of Interest will be made public in order for interested colleges to contact each other and join or broaden their network. A college will not be allowed to participate in more than one application in the industry-recognized credentials area. Also, a college will not be allowed to participate in more than one application in the 21st Century Skills area.

Lead Multi-College Applicants

Colleges interested in forming a multi-college network are encouraged to strategize the best approach in the development and writing of the application, how to deliver on the performance outcomes, and insure that the dollar-for-dollar (1:1) match requirement is met. Again, the CCCCO is seeking solutions designed to scale given the acute labor market need.

1. In the area of industry-recognized credentials, the CCCCO reserves the right to award at least one larger award to a network involving at least two colleges in targeted regions where the labor market need is great, documented by labor market-information (LMI) data, and includes a minimum of two colleges from other regions.

2. In the area of embedded 21st Century Skills, the CCCCO reserves the right to award at least one larger award to a network involving at least 10 colleges across the state.

NOTE: **A letter of interest will not be required** for those applicants that intend to submit standard individual IDRC projects that meet the needs and fill gaps in services that respond to regional needs of business, industry, employee, and workforce needs.

Capacity-Building Grant

If there are insufficient applicants passing the 75 point threshold, the Chancellor's Office may opt to sole source a capacity-building grant to seed the needed public capacity especially within a region.

Past Performance

Per SB 1402, the Chancellor's Office can consider past performance prior to making final selection and can as a basis for not making an award to an applicant.

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. 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 Instructions and/or RFA Specification is:

Abigail Singleton at **asingleton@cccco.edu**

The burden to verify receipt of application is on the applicant, not the Chancellor's Office.

G.   Bidder's Workshop Webinar

A Bidder's Workshop Webinar will be held at the Chancellor's Office on **Monday, February 1, 2016**. Participation instructions are included in the 2015-16 IDRC RFA Announcement Memo. Failure to attend the Bidder's Conference will not preclude the submission of an application.

H.   Scoring

Grant applications are scored by reader panels based on a 100-point scale as indicated in the chart provided below.

NOTE: A minimum averaged score of 75 must be obtained by the reader panel in order to be considered for funding. Not all applications scoring over 75 will receive an award.

		Maximum points
Section 1	Need	10
Section 2	Response to Need	30
Section 3	Annual Workplan	20
Section 4	Application Budget Summary/ Application Budget Detail Sheet/Match	10
Section 5	Project Management	10
Section 6	Partnership and Scalability	10
Section 7	Integration & Sustainability	10
	Total Points	**100**
	Bonus Points	**10**

Up to an additional 10 bonus points can be awarded on top of the averaged score of an application by the CCCCO WEDD Leadership Team for proposals considered to have the highest potential to address the acute areas of need outlined in this RFA at scale.

I.   Application Format and Instructions

The following instructions prescribe the format and sequence for the development and presentation of the application. In order to receive the highest possible score and to prevent disqualification, the application instructions must be followed, all questions must be answered, and all requested data must be supplied.

All required narratives must have a format set for 8.5"x 11" paper with margins of 1" Arial font and 12-point type.

A maximum of **10 narrative pages total** will be allowed per application. In other words, the total number of narrative pages will be counted as all inclusive.

This count does **not** include the CEO letter, table of contents, contact page, annual workplan or budget documents, Letter of Interest, or letters of support.

1.   **Required Application Content**

All forms to be used in the completion of this RFA can be accessed in an Excel Workbook located in **Appendix B, Application forms** located at: **http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs.aspx**

NOTE: For Appendix B, an Excel software version of 2010 or later is needed when completing the workbook application since an older version does not allow for the drop down menus.

The Excel 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.

This Excel workbook contains the following:
- Contact Page
- Annual Workplan
- Application Budget Summary
- Application Budget Detail Sheet

Under no circumstance may the language on these forms be altered. Any application using altered language on the forms will be disqualified.

Note: The Chancellor's Office may require applicants selected for award to revise their workbook or other aspects of the application prior to funding the grant.

2.   **Application Forms**

Narrative sections such as the cover letter, abstract, need, response to need, the management section and intent-to-participate letters are not part of the workbook.

The following instructions prescribe 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 these instructions while using the RFA

Specification and the forms provided in **Appendix B**.

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.

Face Sheet

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

Excel Workbook (*Appendix B*)

This Excel Workbook contains the contact page, budget forms and annual work plan. 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).

- After filling in the "Do First" tab, the District, and budget allocation will auto fill within the contact page, application budget summary, application budget detail sheet and annual workplan. 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.

Application Abstract *(narrative)*

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

Table of Contents

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

Need **10 Points**

The purpose of the need section is so that the applicant can concisely describe the labor market need for industry-recognized certificates as it currently exists and as it relates to the project being proposed.

Industry-driven regional collaboratives provide a stable and flexible response mechanism for the identification of training priorities and to focus resources on intensive projects for competitive and emerging technologies. These networks shall have the flexibility to meet the demand for new and emerging growth industry. Industry-driven regional collaborative projects shall act as catalysts for future CTE programs in the system.

If your application is in the industry-recognized credential area:

- Detail the key components to ensure quality of graduates and satisfaction for employers (e.g., student selection/screening process, approach to structuring curriculum and securing industry input; length of and structure of the training; the background of their instructors; how they approach having students create portfolios available for employers to view; approach to working with employers on placement/internships/apprenticeships/curriculum advisement; etc.).

- Also, list tuition, placement rate and average student earnings where available.

      Example curriculum structure for industry-recognized credential area:
      i.   1st certificate – 12 weeks – lecture with projects
      ii.   2nd certificate – 12 weeks – project based in order to create a
                                                      student portfolio that employers
                                                      can view
      iii.   3rd certificate – 12 weeks or longer – optional internship or
                                                      apprenticeship

If your application is focused on 21st Century Skills:

- Discuss your approach to identifying and prioritizing the needs of employers.

- Discuss your research of the growing importance of digital badging as a validated indicator of accomplishment, skill, quality or interest earned in various learning environments and how your project addresses this fast-evolving trend.

- Discuss the internship payroll management service provided by the Foundation for California Community Colleges and whether there is value for your project.

- Discuss your familiarity with ACT WorkKeys used by the public workforce system and whether it or a similar battery can be shown to correlate with

training outcomes (discuss creating an evaluation plan if you have not yet evaluated training outcome).

Response to Need (narrative)   **30 Points**

- Describe your approach to addressing the need, including key components that if done right, ensure quality of the graduates and successful mastery of student competencies desired by the employer. Example components may include:

  i.   Candidate outreach, selection and student intake process
  ii. Instructor quality, championship, and approach to training-the-trainers
  iii. Instructional design, curriculum model content, and validation for employer relevance
  iv. Employer relationships that can lead to internship, apprenticeship, placement, and/or verification of competencies mastered
  v. Case management and/or student success wrap around services
  vi. Data and accountability collection

- Discuss strategies for lowering the risk to execution of each key component.

- Discuss partnerships that lower the risk of execution. (Example: each college has a local workforce board or community based organization paired with it to undertake outreach, screening for aptitude/interest and case management)

- Discuss how you intend to screen/select your student cohorts. For the industry-recognized credential area as a screening tool consider 1) asking candidates to complete a set of competency-based tests to ascertain their level of domain knowledge and 2) interviewing for persistence when it comes to problem solving.

- Quantify the expected throughput of students per cohort per college.

- Describe the organization(s) and structures in place to accomplish the outcomes or the structure you will put in place to take on these activities. Discuss roles/responsibilities of those within the multi-college network (e.g., which college blueprints the curriculum model and which colleges will replicate/localize trains-the-trainer, collects data, provides internship/hiring outreach, etc.)

- Discuss the Leading Indicators and/or Momentum Points under DWM you plan to affect through this project and how.

- Describe the technical assistance you plan and shared infrastructure to provide to college in the network to be successful. Review collaboration tools at: **http://doingwhatmatters.cccco.edu/ForWEDDGrantees.aspx**

- Describe any capital investment needed and whether investments made under the CTE Enhancement Funds will be leveraged.

- Discuss the background of any faculty champion or contractor already identified to execute program elements.

Annual Workplan   **20 Points**

a. **Objectives**

   Objectives should be based on the scope of the proposed project while remaining consistent with the Objectives of the RFA Specification.

   List one objective per form, along with corresponding measurable outcomes, activities, timelines, and responsible individual. Label the objectives in sequential order: Objective #1.0 at the top of page one; Objective #2.0 at the top of page two, and so forth.

   Additional copies of the form will be needed to address all of the project objectives. NOTE: While each object must be on its own form that does not preclude a single objective having activities that cover more than one page.

b. **Metric Number(s)**

   A minimum of three Momentum Points/Leading Indicators are required. Identify which of the CCCCO-provided Common Metrics & Accountability Measure(s) *(see Appendix D)* this objective affects and place the corresponding number(s) in the appropriate box under **Objectives** on the form.

c. **Activities**

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

d. **Timelines**

   Provide the projected completion date for key activities within the term of the grant. Identify the month and year in which activities will be completed. NOTE: As closely as possible, determine starting and ending month of each activity. It is not acceptable to make all activities year-long or to state "ongoing."

e.   Responsible Persons

Identify, by position, individual(s) responsible for completing activities.

f.   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 Annual Workplan.

Application Budget Summary/ Application Budget Detail Sheet   10 Points

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.

1)   *Application Budget Detail Sheet***:** Two application budget detail sheets are required within the application. The first is the application budget detail sheet and the second is the Match Budget Detail Sheet. Both 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.

2)   *Application Budget Summary*: After completing the application budget detail sheet and the Match 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 4 originals in an ink color other than black will be requested in hard copy)*.

b.   Indirect Administrative Costs

Program 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 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**

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.

d.   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.

e.   Coordination Meetings

- Applications representing multi-college networks need to plan for cost associated with coordination meetings, training the trainers, and training on LaunchBoard.

- A multi-college network in the industry-recognized credential area will be required to have its Project Director attend meetings scheduled by the Sector Navigator for that industry sector and/or Regional Consortia for the region(s) represented by the college(s) within a multi-college network or single college.

- A multi-college network serving the 21st century skills area may be required to have its Project Director attend meetings run by a member of the CCCCO Extended Operations Team, like the Technical Assistance Provider (TAP) of Curriculum.

- Attendance at these meetings must be listed in the application annual workplan and the travel section of the application budget detail.

Project Management Plan (narrative)   **10 Points**

A complete description of management plan requirements is listed below. At a minimum the management plan requires a narrative consisting of a response to questions, an organizational chart, a governance chart, and Interest-to-Participate form letters from participating community colleges that are identified within the grant. The organizational and governance
Management is an important part of the success of any project. It is therefore necessary that the following be included as part of the management plan within the application:

a.   **Management Narrative**

1)   Describe the College District's readiness and commitment to utilizing the LaunchBoard for data collection, performance baseline, measurement, reporting and analysis for this grant.

2)   Grant Project Directors are required to collect accountability information and report it quarterly in the Economic and Workforce Development Division's Year-To-Date Expenditure and Reporting System and in the LaunchBoard. *Common Metrics and Accountability Measures (Appendix D).* This data is the basis of this reporting and is utilized for program accountability. Discuss your readiness to undertake that responsibility.

3)   Identify whether the district submitting the grant application has previously received an SB 1402 EWD grant.

4)   Discuss the extent to which your project director has reviewed the onboarding items 1.0-1.4 found in the first column of http://doingwhatmatters.cccco.edu/ForWEDDGrantees.aspx; attended the CCCAOE Leadership Academy Program; attended an Academic Senate for California Community Colleges (ASCCC) CTE curriculum approval workshop.

5)   Describe your familiarity with the Practices with Promise eShowcase (see http://www.dwmpracticeswithpromise.com/) and your intent to contribute to that searchable database.

b. **Other Required Project Management Plan Components**
(The following <u>does not count</u> as part of the narrative page count.)

   1) Provide an organizational chart for operating the project.

   2) Provide "intent-to-participate" letters of participating colleges.

   3) Provide letters of support from any Sector Navigator or their Deputy, and/or Regional Consortia Chair/Vice Chair.

   4) Provide letters of support from employers outlining the match.

Partnership and Scalability (narrative)   10 Points

1) Describe how the project director will distribute grant materials or products to all partner individuals and organizations. Project staff is encouraged to disseminate their findings and work products through State and regional venues.

2) Describe the elements of your approach that allow for scaling project across multiple regions? Across multiple types of industry sectors?

3) Describe how you would further scale if given the funding after this RFA completes. Describe where you would invest the funds to enable further scaling.

Integration and Sustainability (narrative)   10 Points

1) For the industry-recognized credential area, indicate the extent of your integration with the respective Sector Navigator(s) and their in-region deputy (deputies) and/or Regional Consortia associated with the region(s) within a multi-college network or single college application.

2) Discuss the interest of each college and their faculty to update their for-credit CTE curriculum with what is developed through this RFA.

3) For the 21st century skills, indicate the plans for sustainability beyond the timing of this grant.

4) Indicate potential sustainability strategies once the support from the EWD program is no longer available. Indicate sources for Cash or In-Kind by industry, college, or other (private, non-profit, government, etc.).

5) Discuss integration with any similar employer endeavors.

J.   Application Submission Procedures

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 the completed

application into a single PDF document (using the correct order) that will be attached to an e-mail and submitted electronically.

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

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

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

   c.   Intent-to-Participate letter per college signed by each college's Vice President of Instruction or above (or authorized designee). The RFA does not require participation of other colleges; however, it is encouraged in the areas of acute labor market needs.

   d.   Applications must be submitted electronically in a single PDF (no separate e-mails with pieces of applications will be accepted).

   e.   The single PDF of the application must be e-mailed to IDRC@cccco.edu by **5:00 p.m. Friday, March 4, 2016**.

   f.   The subject line must read: **2015-2016 IDRC and (***name of the College/District***)**

   g.   Applications e-mailed to any address other than listed above will not be accepted.

2.   For any questions related to the RFA:

      The contact person for Instructions and/or RFA Specifications, technical questions or issues regarding document submissions is Abigail Singleton at asingleton@cccco.edu

The maximum size for all attachments sent within an individual e-mail to the Chancellor's Office is 10MB.

The Chancellor's Office suggests that applicants check to see what their servers allowance is due to the size of 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 Abigail Singleton at asingleton@cccco.edu to confirm receipt of your application.

K.   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 not received at the Chancellor's Office via electronic submittal later than **5:00 p.m. on Friday, March 4, 2016** 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. The Annual Workplan and/or Application Budget Detail Sheets do not show attendance at regional consortia meetings.

5. It does not include all the following required application components submitted in a single PDF e-mail:

   a. Dollar for Dollar (1:1) match from employers

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

   c. Contact Page

   d. Application Abstract (*narrative limited to 1 page*)

   e. Table of Contents

   f. Need

   g. Response to Need

   h. Annual Workplan

   i. Application Budget Summary

      (Project Director's signature)

      (Chief Business Officer's/Designee's signature)

   j. Application Budget Detail Sheet

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

   l. Project Management

   m. Partnership and Scalability

   n. Sustainability and Integration

   NOTE: Applications may also be rejected prior to scoring if the submission package contains facsimiles of forms and/or has changed language on those forms, or if narrative section exceeds the maximum page limit specified.

L.   Calendar of Key Dates

January 22, 2016   RFA Released
February 1, 2016   Bidder's Workshop Webinar
February 5, 2016   Letter of Interest due (Acute Need-Multi-college)
March 4, 2016   Application Submission Deadline
March 25, 2016   Notification of Intent to Award
April 8, 2016   Appeal Deadline
May 16-17, 2016   Board of Governors Approval (grants over $100,000)*
June 1, 2016   Grant Commencement
February 28, 2018   Grant End Date

*It is anticipated that the larger awards to multi-college networks be approved at the March meeting of the Board of Governors. Smaller awards might be approved at either the March or May meeting of the Board of Governors.

RFA Title:	Industry Driven Regional Collaborative (IDRC) – Acute Need for Industry-Recognized Credentials and 21st Century Skills
Funding Source:	SB 1402 – Economic and Workforce Development Program
Funding Period:	June 1, 2016 through February 28, 2018 (18-month)
Total Funds Available:	Up to $1.8 Million
Required Match:	Dollar for Dollar (1:1) employer match required (cash and/or in-kind)
Number of Awards:	2 to 10 depending on quality of applications

SB 1402, the Economic and Workforce Development Program approved by the legislature in January 2013, describes an Industry-Driven Regional Collaborative (IDRC) as participants of regional networks across programs and sectors, to meet the needs and fill gaps in services that respond to regional business, employee, and labor needs. The use of industry-driven regional collaboratives shall provide a stable and flexible response mechanism for the identification of training priorities and to focus resources on intensive projects for competitive and new and emerging industry sector technologies. It is through the EWD Program short-term funding incentives that IDRCs stimulate the California Community College system to become market responsive, assist incumbent workers to become more competitive in their region's labor market, increase competency, and identify vital career pathways to economic self-sufficiency, lift people out of poverty, provide a living wage as well as lifelong access to good-paying jobs. Funding shall not be limited per project, but shall be based on the merit and reasonable cost for the anticipated outcomes and performance of the project.

Grants by industry-driven regional collaboratives shall provide flexibility for local projects to assess and define their individual project needs.

This IDRC RFA is targeted at addressing acute labor market needs -- advised by the CCCCO's Economic Development Program Advisory Committee (EDPAC) advisory body, Labor-Market Centers of Excellence and the California Community College Board of Governors -- where there is inadequate responsiveness at the local level and a multi- college networked approach can accelerate the scale of response. Specifically, this IDRC seeks multi-college proposals for meeting these employer needs:

1. A bundled sequence of industry-recognized credentials enabling students and workers to enter into and compete for jobs in the broad occupational ladders of priority and emergent industry sectors.

While single college solutions are welcomed to apply, the severity of the labor market need drives the CCCCO to bring colleges interested in this IDRC into a network, coordinated by regions and sectors to accelerate time-to-market and best practice sharing.

2. An approach to embedding employer-advised 21st century skills into existing Career and Technical Education (CTE) curricula and programs, including work-based learning coursework, in order to answer the pervasive call by employers to improve these competencies amongst graduates. The proposal should have a mechanism for employers to evaluate and recognize badges that demonstrate 21st century skills competencies.

While single college solutions are welcomed to apply, the severity of the labor market need drives the CCCCO to bring colleges interested in this IDRC into a network, coordinated by a member of the CCCCO WEDD Extended Operations Team.

In addition to the above acute needs, this IDRC invites standard applications from local projects that have assessed and defined their individual project to be responsive to the needs of the workforce and industry.

Need

The purpose of the need section is so that the applicant can concisely describe the labor market need for industry-recognized credentials as it currently exists and as it relates to the project being proposed.

Industry-driven regional collaboratives provide a stable and flexible response mechanism for the identification of training priorities and to focus resources on intensive projects for competitive and emerging technologies. These networks shall have the flexibility to meet the demand for new and emerging growth industry. Industry-driven regional collaborative projects shall act as catalysts for future CTE programs in the system.

If your application is in the Industry-Recognized Credentials area:

- Detail the key components to ensure quality of graduates and satisfaction for employers (e.g., student selection/screening process, approach to structuring curriculum and securing industry input; length of and structure of the training; the background of their instructors; how they approach having students create portfolios available for employers to view; approach to working with employers on placement/internships/apprenticeships/curriculum advisement; etc.).

- Also, list tuition, placement rate and average student earnings where available.

  Example curriculum structure for industry-recognized credential area:
  i.   1st certificate – 12 weeks – lecture with projects
  ii.   2nd certificate – 12 weeks – project based in order to create a student portfolio that employers can view
  iii.   3rd certificate – 12 weeks or longer – optional internship or   apprenticeship

If your application is focused on 21st Century Skills:

- Discuss your approach to identifying and prioritizing the needs of employers.

- Discuss your research of the growing importance of digital badging as a validated indicator of accomplishment, skill, quality or interest earned in various learning environments and how your project addresses this fast-evolving trend.

- Discuss the internship payroll management service provided by the Foundation for California Community Colleges and whether there is value for your project.

- Discuss your familiarity with ACT WorkKeys used by the public workforce system and whether it or a similar battery can be shown to correlate with training outcomes (discuss creating an evaluation plan if you have not yet evaluated training outcome).

Response to Need (narrative)

- Describe your approach to addressing the need, including key components that if done right, ensure quality of the graduates and successful mastery of student competencies desired by the employer. Example components may include:
  i. Candidate outreach, selection and student intake process
  ii. Instructor quality, championship, and approach to training-the-trainers
  iii. Instructional design, curriculum model content, and validation for employer relevance
  iv. Employer relationships that can lead to internship, apprenticeship, placement, and/or verification of competencies mastered
  v. Case management and/or student success wrap around services
  vi. Data and accountability collection

- Discuss strategies for lowering the risk to execution of each key component.

- Discuss partnerships that lower the risk of execution. (Example: each college has a local workforce board or community based organization paired with it to undertake outreach, screening for aptitude/interest, case management)

- Discuss how you intend to screen/select your student cohorts. For the industry-recognized credential area as a screening tool consider 1) asking candidates to complete a set of competency-based tests to ascertain their level of domain knowledge and 2) interviewing for persistence when it comes to problem solving.

- Quantify the expected throughput of students per cohort per college.

  - Describe the organization(s) and structures in place to accomplish the outcomes or the structure you will put in place to take on these activities.

Discuss roles/responsibilities of those within the multi-college network (e.g., which college blueprints the curriculum model and which colleges will replicate/localize trains-the-trainer, collects data, provides internship/hiring outreach, etc.)

- Discuss the Leading Indicators and/or Momentum Points under DWM you plan to affect through this project and how.

- Describe the technical assistance you plan and shared infrastructure to provide to college in the network to be successful. [Click here to review the collaboration tools for WEDD Grantees.](#)

- Describe any capital investment needed and whether investments made under the CTE Enhancement Funds will be leveraged.

- Discuss the background of any faculty champion or contractor already identified to execute program elements.

REPORTING REQUIREMENTS

Year-to-Date Expenditures and Progress Report

Each allocation recipient is required to submit quarterly Year-to-Date Expenditure and Progress Reports via the Economic and Workforce Development Expenditures and Progress Report online reporting system (see Calendar of Key Dates, Section I or Appendix A, Article I, Section 4, 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.

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. Three categories of measures have been included:

- Quality of service;
- Leading indicators of curriculum alignment to labor market needs; and
- Student momentum points.

Depending on the performance requirements of the funding stream from which the grant originated, certain measures within these three categories will become more relevant, but the overriding objective of moving the needle on outcomes remains, rather than the prior practice of monitoring activities and outputs.

With this unified framework of common metrics and accountability measures, funding and program decisions can be more data-driven and evidence-based given what works in moving students towards success.

All applicants for this RFA agree that they have read the terms and conditions of this Request for Application and its links, and will be able to initiate awarded and approved application budgets for 2015-16 funding and report in 2016-17 and 2017-18 respectively according to the 18-month term of the grant in order to meet the accountability and measurement of grant activities.

Refer to the document entitled *Common Metrics and Accountability Measures (see Appendix D).*

Reporting Dates Year 1

1st Quarter – October 31, 2015
2nd Quarter – January 31, 2016
3rd Quarter – April 30, 2017
4th Quarter – July 31, 2017
Interim Narrative Report – August 31, 2017

Reporting Dates Year 2

1st Quarter – October 31, 2017
2nd Quarter –January 31, 2018
3rd Quarter – March 30, 2018

Final Expenditure, Match, and Final Narrative Report –March 30, 2018

REFERENCE MATERIALS

Click here to access the following application resources
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)

SB 1402 bill text:

http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1401-1450/sb_1402_bill_20120917_chaptered.html

Click here to view The Chancellor's Office Doing What Matters for Jobs & the Economy website contains a variety of documents and input from the field used to design RFAs.

TERMS AND CONDITIONS

The 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.