California Community Colleges Chancellor's Office

Division of Workforce and Economic Development

Request for Applications

RFA Instructions, RFA Specification, and Terms & Conditions

Program

Fiscal Agent for INNOVATIONMAKER3 and STEM/STEAM Workforce Development

RFA Specification Number

RFA #16-203

Funding Fiscal Year

2016-2017

Total Funds Available

1 Award for a Fiscal Agent - Up to $17,000,000

Funding Source

Senate Bill 858 (Formally Senate Bill 1070) Career Technical Education Pathways (SB 1402 – Economic and Workforce Development Program and Perkins 1B Leadership Funds may also be used)

RFA Release Date: April 27, 2016

Application Deadline

Applications must be received electronically by the Chancellor's Office no later than **5:00 p.m. on May 27, 2016** via e-mail to: INNOVATIONMaker@cccco.edu with the subject line reading: 2015-2016_INNOVATIONMAKER_Name of College_Name of District

Questions Deadline

Written questions concerning the specifications in this Request for Applications must be submitted by **May 6, 2016 at 5:00 p.m**. via e-mail to INNOVATIONMaker@cccco.edu

Bidder's Conference: Tuesday, May 3, 2016 at 11:00 a.m.

Table of Contents

Instructions

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

California Community Colleges Chancellor's Office

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

Framework: Doing What MATTERS for Jobs and the Economy & Strong Workforce Task Force

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 Division of Workforce & Economic Development, wherever possible, to target the investment of incentive funds against three thematic areas in support of the Doing What MATTERS for Jobs and Economy framework: regions, sectors, and technical assistance. Rather than approaching each funding stream in a silo, which has been the historical practice, the Doing What MATTERS for Jobs and Economy framework proposes that these funds be leveraged to target incentive investments at priority and emergent sectors of importance to California's economic regions, and to provide technical assistance to the field in these areas. On its own, no one funding stream is sufficient. In combination, the system can better support and enable the field to act on Doing What MATTERS for Jobs and the Economy.   The Doing What MATTERS for Jobs and the Economy framework has begun incorporating the Strong Workforce Recommendations adopted by the Board of Governors.

In November 2015, the Board of Governors adopted the 25 Strong Workforce recommendations from the Task Force on Workforce, Job Creation and a Strong Economy. Specific to this RFA are the following Strong Workforce recommendations:

STUDENT SUCCESS		
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.		
Recommendation Action		**Type of Action**
1a.	Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential.	Administrative Budget
1b.	Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.	Administrative
1c.	Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.	Administrative

SB 858 (formerly SB 1070) Career Technical Education Pathways Program Overview

Senate Bill 1070, Steinberg, extended the Career Technical Education (CTE) 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 858 are to increase readiness of middle and high school pupils for postsecondary education and careers in regional economic sectors by:

1. Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for students.
2. Increasing attainment of industry recognized certificates.
3. Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.

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

5. Providing professional development to teachers and faculty.

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

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

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

SB 1402 California Economic and Workforce Development (EWD) Program

Senate Bill 1402, the Economic and workforce Development program, allocates funding for programs that target investments in priority and emergent sectors. The mission for the economic and workforce development program is as follows:

1. To advance California's economic and jobs recovery and sustain economic growth through labor market-aligned education workforce training services, and sector strategies focusing on continuous workforce improvement, technology deployment, and business development, to meet the needs of California's competitive and emerging industry sectors and industry clusters.

2. To use labor market information to advise the chancellor's office and regional community college bodies on the workforce needs of California's competitive and emerging industry sectors and industry clusters.

3. To provide technical assistance and logistical, technical, and communications infrastructure support that engenders alignment between the career technical education programs of the community college system and the needs of California's competitive and emerging industry.

4. To collaborate and coordinate investment with other state, regional, or local agencies involved in education and workforce training in California.

5. To identify, acquire, and leverage community college and other financial and in-kind public and private resources to support economic and workforce development and the career technical education programs of the state's community colleges.

6. To work with representatives of business, labor, and professional trade associations to explore and develop alternatives for assisting incumbent workers in the state's competitive and emerging industry sectors.

C.   Objectives for INNOVATIONMAKER3

The California Community Colleges Chancellor's Office (CCCCO) Doing What Matters for Jobs and the Economy (DWM) framework recognizes the importance of STEM/STEAM to the creative economies of the state. In partnership with the California Council for Science and Technology (CCST), the CCCCO Workforce & Economic Development Division commissioned a white paper to inform how community colleges can better connect into the Maker movement to complement the student learning environment in ways that foster the 4Cs – critical thinking, creativity, collaboration and communications – in demand by California's regions. Community colleges can use the establishment of a Makerspace as a

means to position themselves as a key stakeholder in their region's innovation economy. Since the white paper provides the context for a significant portion of work supported by this fiscal agency, any applicant should read the draft of the CCST white paper before applying.

This solicitation seeks to identify a fiscal agent to process up to $17,000,000 of fiscal year 2016-17 funds in support of but not limited to the following:

- Tiered mini-grants to connect community colleges into the Maker Movement, including planning grants, grants for student internships, and catalytic grants to start a Makerspace. Catalytic grants help the recipient form and realize concepts with the intent to be self-sustaining business model with established partnerships over time.

- Mini-grant tiers will be determined at a later point by the CCCCO based on the number of colleges qualifying at each tier. Only those who submitted Letters of Interest can be eligible to receive a mini grant. All Letters of Interests received during the Solicitation of Interest phase have been posted to the web in order to facilitate the formation of the community of practice and to inform the community/CCCCO about interest levels. The 62 colleges who submitted a Letter of Interest are in different stages of participation in the Maker Movement. 36 or more than half are in the beginning planning stage, while 15 have a Maker Space implemented. Some have fully functional facilities while others are just starting to explore whether to build or partner in a facility. All will be invited to participate in additional steps to qualify their interest for the mini-grant tiers. Mini-grants will have stipulations that include but are not limited to: $1 for every $3 provided; campus championship by a team consisting minimally of STEAM/STEAM faculty paired with CTE faculty in order to benefit from inter-disciplinary collaboration.

- The primary responsibilities for the Technical Assistance Provider for CTE & STEM/STEAM Integration is to assist with the tier mini-grant planning process, to oversee the mini-grant application process leading to grant distribution, and to serve as the general lead in a community-of-practice of grantees engaged in InnovationMaker3 work and STEM/STEAM workforce development efforts under other grants funded by the CCCCO Workforce & Economic Development Division. The community-of-practice will help its members explore, set up, build out connections to the Maker movement, affect curriculum associated thereof, and/or add student internship component to its Makerspace. Meetings of the community-of-practice will be no less than monthly to set common workplan objectives, monitor progress, problem solve, expand networks, undertake professional development, and exchange ideas and best practices. The community-of-practice shall seek to have CCST play an on-going role to advise and disseminate good practices. The TAP will be expected to secure community-of-practice and collaboration software infrastructure to facilitate interaction (e.g., DNN's Evoq; Basecamp, etc.), pay for web services to extend their presence on the DoingWhatMATTERS.cccco.edu website. The TAP is budgeted at $237,000/per year for compensation and expenses.

- Technical assistance to connect community colleges with the UC/CSU/National Labs institutions and an emerging trends seminar series in collaboration with the California Council on Science & Technology to provide professional development for faculty and important stakeholders on the impact of technology on worker skills. All seminars will incorporate a representative from the CCCCO Workforce & Economic Development Division to deliver opening comments. This is budgeted at $200,000/per year. Additionally, there will be a one-time allocation of $100,000 for regional seminar series on 'for-benefit entrepreneurship' as an emerging workforce trend.

  The design of these seminars shall give consideration to:
  - Ensuring that industry/business, iHub, and 4-year college partners are included along with community college participants.
  - Reinforcing the notion of shared leadership and enhance the web of relationships across regions.
  - Helping build key industry and business partnerships for increased program sustainability including the internship component.
  - Advising on the development of Maker Space(s) and any policy considerations to advance STEM/STEAM skills in-demand by the creative economy.

- Annual program evaluation in coordination with the CCCCO along the selected Common Metrics (Appendix G) and include an evaluation methodology that includes qualitative measures to highlight strengths and weaknesses, as well as specific recommendations for strategies to improve the effectiveness and sustainability of the network. This program evaluation will incorporate the full STEM/STEAM portfolio and not just the InnovationMaker3 grant. This is budgeted at $100,000/per year.

The Chancellor's Office intends to closely mange the fiscal agent to retain day-to-day control over its direction, approve the final selection of a Technical Assistance Provider to perform the services under this Agreement, and retain final approval of all expenditures. The awardee will serve as fiscal agent and hire or designate the Technical Assistance Provider (TAP).

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, if state funding is not sufficient to fully fund, or if a partial scope is the best path forward. Grant renewal or augmentation may be considered if additional funding becomes available.

D.   Procedures/Activities

The expected procedures and activities of this RFA will enable a fiscal agent to perform the minimum required activities of the objectives:
1. Assists and empowers the Technical Assistance Provider to monitor subcontractor and mini-grant applicant performance to ensure activities and

deliverables are conducted in accordance with agreed upon scope of work.
2. Participate in key meetings of the community-of-practice and in regular (no less than monthly) fiscal reviews.
3. Conduct a detailed review of all invoices prior to Chancellor's Office approval for district payment.
4. Serve as the district's lead contact for fiscal agent responsibilities, including subcontract execution and invoice processing and payment.
5. Manage student internship/work-based learning payroll and back-office operations with consideration for leveraging the infrastructure provided through the Foundation of California Community College's Launchpath intern payroll service.
6. Compliance, audit and risk management

D.   Eligibility

Only a California Community College District is eligible to apply. If there are none or insufficient application(s) that meet the minimum score of 75 points viability threshold, the grant will not be funded in which case the Chancellor's Office can opt to rebid, sole source with some technical assistance, or issue a capacity-building grant.

The Chancellor's Office will consider past performance of grantees prior to awarding additional funds to those who have held prior CCCCO contracts and grants, and shall deny applications from grantees that exhibited less than satisfactory performance. Therefore, past performance of other state grants will be a consideration prior to the final selection.

E.   Funding and Performance Period

This RFA will be initially funded through the SB 858 (formerly SB 1070) Career Technical Education Pathways Program. The application will be awarded for the time period July 19, 2016, through May 31, 2019. 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 or extenuating 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 regarding 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.

For these Instructions and/or RFA Specification contact: INNOVATIONMaker@cccco.edu

G.   Bidder's Conference

A **Bidder's Conference** will be held for this RFA as a Webinar on **May 3, 2016 at 11:00 a.m.** 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, Instructions and Scoring

An Excel workbook (Appendix B) has been developed which contains a contact page, annual work plan, 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 management section and intent-to-participate letters are not part of the workbook. The out-of-state travel form and the CEO cover letter template can be found with the online application materials.

The following 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 these instructions while using the **RFA Specification**, the forms provided in Appendix B and in the online application materials.

The Chancellor's Office may require the applicant to make adjustments in the budget, annual work plan, 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. **NOTE**: A minimum averaged score of 75 must be obtained within the reading process in order to be considered for funding.

	Maximum points
Need	5
Response to Need	25
Annual Work Plan Addressing the Objectives for the RFA	25
Application Budget Summary/Application Budget Detail	10
Project Management Plan	20
Ability to Provision Personnel for Technical Assistance Provider (TAP) Role	15
Total Points	**100**

1.   Face Sheet

NOTE: 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 process stating that the Community College District is willing to be the fiscal agent if funded and is submitting the attached application for Chancellor's Office review.

3.   Contact Page

An Excel workbook (Appendix B) 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).

- 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 Annual Work Plan. The contact page tab must be filled in second. After filling in the contact page, 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. Arial 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 on the funding priorities of the RFA specifications, 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 three pages, 1" margins, single- or double-spaced,
12 pt. Arial font)

The need section is a narrative that concisely describes the need for the project(s) as defined by the questions listed in the Needs section of the RFA Specification. In addition, applicant should reference source(s) for substantiation of the need statement.

7.   **Response to Need**   **Maximum Points 25**
(Narrative – Limited to three pages, 1" margins, single- or double-spaced,
12 pt. Arial font)

This section is a narrative that at a minimum should address all the questions listed in the Response to Need section in the RFA Specification.

1. Describe the district's experience serving as a fiscal agent and/or fiscal management of subcontracts and mini-grants.
2. Describe the district's experience in achieving timely and efficient management and payment of subcontracts and mini-grants for projects.
3. Describe the district's experience in monitoring, risk management, and auditing of subcontracts and mini-grants.
4. Describe the district's experience administering subcontracts and mini-grants with multiple project stakeholders and subcontractors.
5. Describe the district's experience in achieving a rapid and effective start up and implementation of fiscal agent responsibilities for grants/contracts.
6. Describe how the fiscal agent will communicate with Chancellor's Office representatives and subcontractors/payees regarding the status of payments, fiscal requirements, barriers to payment, and any other grant-related information. This should include payments for student internships.

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

     a.   **Objectives**

         Objectives should be based on the needs of the proposed project while remaining consistent with the Objectives in 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. Up to ten objectives can be selected.

         Additional copies of the form will be needed to address all of the project

objectives.

NOTE: While each objective must be on its own form that does not preclude a single objective having activities that cover more than one page.

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 Work Plan for each objective.

c.   Performance Outcomes

Each objective should result in measurable outcomes that clearly link to the objectives and activities. 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 Work Plan).

Describe the outcomes in qualitative and quantitative terms using the following Program Evaluation Structure (evaluation methodology should include qualitative measures to highlight strengths and weaknesses, as well as specific recommendations for strategies to improve the effectiveness and sustainability of the network).

- Evaluate the effectiveness of the INNOVATIONMAKER3 by consulting the program metrics as outlined in the California Council for Science and Technology Whitepaper called "Maker Space: Promoting Engagement of the California Community Colleges With the Maker Space Movement". Perform an analysis of available outcome measures, milestones or leading indicators for program participants (see Appendix B for a full description of the common metrics).
- Chose one out of the following three Chancellor's Office Common Metrics:
    1. Increase the number of community college CTE students who earn a certificate or degree that prepares them for the workforce.
    2. Increase the number of community college CTE-students who attain multiple credentials that prepare them for advancement within the workforce.
    3. Secure employment, job retention, economic mobility, and living-wage earnings for community college students in both short-term and long-term educational pathways.
- Coordinate and provide a formal annual evaluation of programs to the Chancellor's Office based on selected metrics.

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 10**

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

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 (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 here:

http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/OutofStateTravel.aspx.

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.

10.   Project Management Plan   Maximum Points 20
(Narrative – Limited to five pages, 1" margins, single- or double-spaced, 12 pt. Arial font)

At a minimum, the management plan requires a narrative consisting of a response to questions and an organizational chart for operating the project. The organizational chart does not count against the five page narrative limit.

1. Describe how the District will staff the grant to (a) ensure responsiveness to CCCCO, coordinating partners, and the field; and (b) ensure that subcontracts and subgrants are executed and funded in a timely manner.
2. Describe the District's process for rapid start up and implementation of this program.
3. Describe the District's process for executing and payment of mini-grants and subcontracts and the average time it takes to process a subcontractor's invoice for payment. Provide a chart of the District's billing process. Please include any quality assurance functions that the District takes to ensure efficient and accurate transactions.

4. Describe the District's process for administering contracts with multiple project stakeholders and subcontractors.

11. Ability to Provision Personnel for TAP Role   Maximum Points 15
(Narrative – Limited to three pages, 1" margins, single- or double-spaced, 12 pt. Arial font)

Describe your strengths to recruit/subcontract with the Technical Assistance Provider that minimally meet the Roles and Responsibilities and Minimum Qualifications for all Technical Assistance Providers as presented in Appendix E. Outline your expectations for this TAP specific to this body of work. If already identified, detail the capabilities and relationships of the person serving as the Technical Assistance Provider. Note that all TAPs are considered 'Key Talent' within the Doing What MATTERS for Jobs & Economy framework and are subject to quality-of-service measures such as 360 degree feedback and other tools. This TAP serves in a statewide role and so will serve on the Extended Operations Team of the Chancellor's Office Workforce & Economic Development Division, which necessitates travelling to Sacramento 3-4 times a year and attending 3-4 professional development events which usually coincide with the CCCAOE conferences with another training usually in January.

In addition to standard Roles and Responsibilities for all TAPs, this Technical Assistance Provider for CTE & STEM/STEAM Integration works with the CCCCO to design tiers of mini-grants and signing off on mini-grant workplans and payments, collecting accountability data and progress reports, maintaining regular communications and coaching participants, supporting the network with centralized buying power or other shared services, sharing of best practices and other professional development, working with CCST to organize Seminar Series and developing partnerships, and attending designated meetings called by the CCCCO for TAPs.

I.   Application Submission 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: **2016-2017 INNOVATIONMAKER RFA** to **INNOVATIONMaker@cccco.edu** by **5:00 P.M. on Friday, May 27, 2016**. Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to: **INNOVATIONMaker@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 confirmation receipt, they should contact Nita Patel at the e-mail address above within 2 business days to inquire into the receipt of their application. The Chancellor's Office does not take responsibility for applications that it does acknowledge receipt and deems those applicants to have missed the deadline.

J.   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, May 27, 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. It does not include all the following required application components submitted in a single PDF email:

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

   b. Contact Page

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

   d. Table of Contents

   e. Need (narrative must not exceed page limit)

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

g. Annual Work Plan

h. Application Budget Summary

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

i. Application Budget Detail Sheet

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

k. Project Management Plan (narrative does not exceed page limit, plus an organizational chart and governance chart)

5. The applications contains facsimiles of forms and has changed language on those forms (this may cause a rejection).

6. The narrative sections of the application exceed the maximum page limit specified.

K.   Calendar of Key/Reporting Dates

Key Dates

April 27, 2016	RFA Released/Posted
May 3, 2016	Bidder's Conference
May 6, 2016	All Clarifying Questions Due
May 27, 2016	Deadline for Submitting Application
June 6, 2016	Notification of Intent to Award
June 20, 2016	Appeal Deadline
July 18, 2016	Board of Governors Approval (grants over $100,000)
July 19, 2016	Grant Commencement
May 31, 2019	Grant End Date

Reporting Dates

September 2, 2016	1st Quarter Year-to-Date Expenditure and Progress Report due
December 2, 2016	2nd Quarter Year-to-Date Expenditure and Progress Report due
March 2, 2017	3rd Quarter Year-to-Date Expenditure and Progress Report due
June 2, 2017	4th Quarter Year-to-Date Expenditure and Progress Report due
September 2, 2017	5th Quarter Year-to-Date Expenditure and Progress Report due
December 2, 2017	6th Quarter Year-to-Date Expenditure and Progress Report due
March 2, 2018	7th Quarter Year-to-Date Expenditure and Progress Report due
June 2, 2018	8th Quarter Year-to-Date Expenditure and Progress Report due
July 31, 2018	Final Claim of Expenditures and Final Report due

Chancellor's Office, California Community Colleges

RFA Specification

RFA Specification No.:   16-203

RFA Title: Fiscal Agent for INNOVATIONMAKER3

Funding Source: Senate Bill 858 (Formally Senate Bill 1070)
Career Technical Education Pathways

Funding Period: July 19, 2016, through May 31, 2019

Total Funds Available: Up to $17,000,000

Number of Awards: 1 Award

Match: None

All communications under this grant by subgrantees or subcontractors shall carry the Doing What MATTERS for Jobs and the Economy logo in ways consistent with established standards.

Work-based Learning Need

The following is supplemental information on the student internship/work-based learning component of the tiered mini-grants:

> All colleges with existing MakerSpaces will be given a planning mini-grant to incorporate the creation of paid work-based learning (WBL)/internship opportunities tied to student participation in the Maker environment and shall do so by developing outside business/industry partners. Colleges with operational Maker facilities or have partnered with operational facilities should plan for 100 paid interns per year, with demographics representation mirroring the communities they serve, starting in year 1. Colleges that do not have operational Maker facilities should plan to host interns no later than in year 2. Funds to pay interns can come out of the monies received under their mini-grant or elsewhere.

Need and Background

The California Community Colleges Chancellor's Office (CCCCO) Doing What Matters for Jobs and the Economy (DWM) framework recognizes the importance of STEM/STEAM to the creative economies of the state. This solicitation seeks to identify a fiscal agent to process up to $17,000,000 of fiscal year 2016-17 funds in support of STEM/STEAM, work-based learning opportunities, and development of the Maker Space labs.

Response to Need

The Response to Need section is used to describe your approach to addressing the need, including key procedures/activities below to ensure quality of INNOVATIONMAKER spaces, proper placement and monitoring of internship components, development of partners, and proper measurement. Based on the identified barriers/needs and opportunities, this section must present a plan that will achieve the grant objectives in accordance with the procedures/activities.

Respond to the questions listed here:

1. Describe the district's experience serving as a fiscal agent and/or fiscal management of subcontracts and mini-grants.
2. Describe the district's experience in achieving timely and efficient management and payment of subcontracts and mini-grants for projects, including the check and balance review of all invoices prior to Chancellor's Office approval for district payment.
3. Describe the district's experience in monitoring, risk management, and auditing of subcontracts and mini-grants.
4. Describe the district's experience administering subcontracts and mini-grants with multiple project stakeholders and subcontractors.
5. Describe the district's experience in achieving a rapid and effective start up and implementation of fiscal agent responsibilities for grants/contracts.
6. Describe how the fiscal agent will communicate with Chancellor's Office representatives and subcontractors/payees regarding the status of payments, fiscal requirements, barriers to payment, and any other grant-related information. This should include payments for student internships.
7. How will the minimum required activities of the fiscal agent to achieve the objectives include hiring or designating a technical assistance provider?
8. Describe the district's experience in scoping work plans for mini-grant language, including the negotiation of work-plans, deliverables and budgets, and enter into agreements.
9. Manage student internship/work-based learning payroll.

Statement of Work (Annual Work Plan)

    a.   Objectives

    Objectives are specified above with questions provided here, and should have the needs of the proposed project as a base, while remaining consistent with the objectives listed in the RFA.

    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. Up to ten objectives can be selected.

    Additional copies of the form will be needed to address all of the project objectives.

    NOTE: While each objective must be on its own form that does not preclude a single objective having activities that cover more than one page.

1. **Partnership development** -- grow partnership(s) with business/industry, and implement a system to identify and place student interns.
2. **Student internships** – assist with the drafting of mini-grant workplans that include the planning, implementation and follow-up to a work-based student intern component.
3. **STEM/STEAM focus** – create a focused STEM/STEAM program integration by developing a workplan including common objectives and metrics, deliverables and line-item budgets necessary to create and grow makerspace lab(s).
4. **CCST** – describe the collaboration process with CCST – California Council for Science and Technology – to carryout annual professional development activities and conference/networking activities.
5. **Mini-grants** -- announce and process tiered mini-grant planning grant applications for InnovationMaker college projects.
6. **Dissemination** – project community college leadership in conferences, workshops and other dissemination efforts under the Doing What MATTERS for Jobs and the Economy framework. Work with CCST to organize Seminar Series and developing partnerships, and attending designated meetings called by the CCCCO for TAPs.

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 Work Plan for each objective.

c.   Performance Outcomes

With coaching and sign off by the TAP for CTE & STEM/STEAM Integration, create workplan including common elements (3-5 common objectives and common metrics) across all workplans, deliverables and line-item budgets necessary to carry out the above referenced objectives in order to create and grown a makerspace lab.Each objective should result in measurable outcomes that clearly link to the objectives and activities. 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 Work Plan).

Describe the outcomes in qualitative and quantitative terms using the following Program Evaluation Structure (evaluation methodology should include qualitative measures to highlight strengths and weaknesses, as well as specific recommendations for strategies to improve the effectiveness and sustainability of the network).

- Evaluate effectiveness by consulting the program metrics as outlined in the California Council for Science and Technology Whitepaper called "Maker Space: Promoting Engagement of the California Community Colleges With the Maker Space Movement". Perform an analysis of available outcome measures, milestones or leading indicators for program participants (see Appendix B for a full description of the common metrics).
- Chose one out of the following three Chancellor's Office Common Metrics:
    1. Increase the number of community college CTE students who earn a certificate or degree that prepares them for the workforce.

2. Increase the number of community college CTE-students who attain multiple credentials that prepare them for advancement within the workforce.
3. Secure employment, job retention, economic mobility, and living-wage earnings for community college students in both short-term and long-term educational pathways.
- Coordinate and provide a formal annual evaluation of programs to the Chancellor's Office based on selected metrics.

Project Management Plan

At a minimum, the management plan requires a narrative consisting of a response to questions and an organizational chart for operating the project. The organizational chart does not count against the five page narrative limit.

1. Describe how the District will staff the grant to (a) ensure responsiveness to CCCCO, coordinating partners, and the field; and (b) ensure that subcontracts and subgrants are executed and funded in a timely manner.
2. Describe the District's process for rapid start up and implementation of INNOVATIONMAKER3 program.
3. Describe the District's process for executing and payment of mini-grants and subcontracts and the average time it takes to process a subcontractor's invoice for payment. Provide a chart of the District's billing process. Please include any quality assurance functions that the District takes to ensure efficient and accurate transactions.
4. Describe the District's process for administering contracts with multiple project stakeholders and subcontractors.

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 an online reporting system (see Calendar of Key Dates, Section J 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.

Reference Materials
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
    List of Background Reading Links, including draft of CCST white paper entitled "Promoting Engagement of the California Community Colleges with the Maker Movement"
Appendix E
    Roles and Responsibilities for Technical Assistance Providers (TAPs)
Appendix F
    Supervisor of Record Certification Roles and Responsibilities for Onboarding of Project Directors/Key Talent
Appendix G
    2016-2017 Common Metrics Description

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. These documents may be found at: **http://doingwhatmatters.cccco.edu/WEDDGrants/RFAGrants.aspx**.

SB 1402 bill text:
http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1401-1450/sb_1402_bill_20120917_chaptered.html

Perkins IV:
http://www.gpo.gov/fdsys/pkg/BILLS-109s250enr/pdf/BILLS-109s250enr.pdf

SB 1070: **http://www.leginfo.ca.gov/cgi-bin/postquery?bill_number=sb_1070&sess=1112&house=B&author=steinberg**

SB 858:
http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0851-0900/sb_858_bill_20140620_chaptered.pdf

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.