



Chancellor's Office, California Community Colleges

**Division of Workforce and Economic Development**

## **Request for Applications**

### **RFA Instructions, RFA Specification, and Terms & Conditions**

**Program:** Statewide Sector Navigators – 10 RFAs

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#### **RFA Specification Numbers**

18-152	Advanced Manufacturing
18-153	Advanced Transportation & Logistics
18-154	Life Sciences/Biotech
18-155	Agriculture, Water & Environmental Technologies
18-156	Health
18-157	Global Trade
18-158	Information & Communications Technologies (ICT) & Digital Media
18-159	Business & Entrepreneurship
18-160	Energy, Construction & Utilities
18-161	Retail, Hospitality & Tourism 'Learn and Earn'

#### **Funding Fiscal Year**

2017-2018 & 2018-2019

#### **Total Funds Available**

Up to \$372,000 per grant award

#### **Funding Source**

Economic and Workforce Development Program: Senate Bill 1402;  
Strong Workforce Program (Section 88820, Education Code)

**RFA Release Date: Friday, January 12, 2018**

## **Application Deadline**

Applications must be received electronically (PDF format) at the Chancellor's Office via email to [sectornavigator@cccco.edu](mailto:sectornavigator@cccco.edu) by **5:00 p.m. on Friday, March 16, 2018.**

## **Questions Deadline**

Written questions concerning the specifications in this Request for Applications must be submitted by **Friday, February 2, 2018**, via e-mail to [sectornavigator@cccco.edu](mailto:sectornavigator@cccco.edu).

**Bidder's Conference: Wednesday January 24, 2018, at 1:00 P.M.**

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

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## Chancellor's Office, California Community Colleges

### RFA Instructions

#### A. Introduction

To ensure a strong economic future for California, the Chancellor's Office Workforce & Economic Division works to ensure that the State has a strong workforce to fuel our many regional economies and to advance social mobility.

The workforce mission of the California Community Colleges has undergone a significant turnaround, from an afterthought to a policy priority, growing from \$100 million to \$900 million in funding over the past six years under *Doing What MATTERS for Jobs and Economy* (a.k.a., *DWM*). The \$900 million in braided funds now includes the following categoricals: Strong Workforce Program, Perkins, Adult Education Block Grant, Economic & Workforce Development Program, Nursing Program, Apprenticeship RSI, and California Apprenticeship Innovation. In 2017, the system adopted [Vision for Success](#) under Chancellor Oakley and set aspirational quantitative goals for the California Community Colleges. Furthermore, the system introduced Guided Pathways, a campus-focused framework with common elements akin to DWM's approach to career pathways that encourage further braiding of funds and effort to engender student success.

#### Key Talent Strategy

Five years ago, in an effort to improve student success with workforce outcomes, the Chancellor's Office Workforce & Economic Division established a DWM strategy of securing Key Talents to enhance connections between the community colleges and the workforce ecosystems that employ our students: Statewide Sector Navigators & Deputy Sector Navigators, Regional Consortia Chairs, and Technical Assistance Providers (a.k.a., TAPs).

The Chancellor's Office borrowed from a venture capital model by investing in persons for Key Talent roles and allowing these individuals to become "intrapreneurs" to solve collective problems. Key Talents bring their industry experience, subject matter knowledge, abilities and networks, and use their relationship and other skills to get things accomplished on behalf of the Chancellor's Office agenda. While Key Talents are hosted by a District who serves as their "Supervisor of Record," their scope of work is driven by the Chancellor's Office through the terms of the grant award. To help them be effective in their role, the Chancellor's Office requires all Key Talents to participate in regular in-service, attend standing coordination meetings (e.g., Extended Operations meetings and/or sector-specific meetings), and undergo 360-degree feedback and 'quality of service' coaching. Hiring parameters of Key Talent must meet Chancellor Office-provided attributes (Appendix G).

Statewide Sector Navigator roles are deemed "Key Talent" for the system.

#### 2018-19 Innovations to the Key Talent Strategy

The system's workforce innovations have been recognized and are often studied by other states and countries. However, achieving continuous improvement challenges the Chancellor's

Workforce & Economic Development Division to look for opportunities to attain improvement. Knowing the Economic and Workforce Development (EWD) program would enter a new authorization cycle in 2018-19, the Chancellor's Office evaluated its sector strategy thus far.

The Chancellor's Workforce & Economic Development Division examined the summary insights from the 360-degree feedback process administered for all Sector Navigators and Deputy Sector Navigators, one-on-one discussions with almost all Sector Navigators and Deputy Sector Navigators, extensive conversations with the Chief Instructional Officers executive committee, deliberations with the WEDPAC/EDPAC advisory committee and DWM Extended Operations team, and reviewed EWD evaluations findings, etc.

After synthesizing all input, the following innovations will be introduced in the 2018-19 year RFA:

- ***We will impose a “two EWD reauthorization cycle term limit” upon Statewide Sector Navigators (see rest of document for more details).*** All CEOs of colleges/districts hosting incumbent Sector Navigators have been consulted on the proposal to limit service as a statewide Sector Navigator to two five-year terms. The purpose of this term limit is to help ensure that the Sector Navigator possesses relevant industry contacts and experience, to facilitate alignment between community college programs and emerging trends and workforce needs, and to promote continuous innovation within community college programs.
- ***The Sector Navigator will be uniquely tasked to liaison with CIOs within all regions that have prioritized the sector*** in order to keep them informed of labor market developments, make available best practices/models for replication, update them on DSN activities on their campus, and garner quality of service feedback.
- In order to standardize personnel management practices pertinent to Key Talent -- such as onboarding of Supervisors of Record, onboarding of Key Talent, performance management of Key Talent, expense reimbursement management, mini grant management, funds processing, and so forth, ***the Chancellor's Office will issue a RFA for a Sector Strategy Key Talent Administration & Fiscal Agent.*** This RFA will be released later in 2018.

#### Scope of Statewide Sector Navigator RFA

The Chancellor's Office is soliciting districts to provide one of ten Statewide Sector Navigator Key Talents for the purpose of advancing sector strategies. Statewide Sector Navigators will advance the following cornerstones for success by working with colleges (i.e., faculty, deans, and administrators), other DWM Key Talents, employers, and the broader workforce ecosystem to:

1. Build and implement new or improved guided pathways to a postsecondary industry-valued credential, certificate or degree, with consideration for stackability;
2. Expand or retool credit-bearing credential career education (CTE) programs to address labor market needs by sector and by region;
3. Provide career awareness for high school students, community colleges students and adults;
4. Grow high school/college dual enrollment credential programs;

5. Strengthen four-year college partnerships where labor market need warrants;
6. Focus on closing equity gaps by building strong partnerships in our urban and underserved areas;
7. Make it easier for adults to earn an industry-valued credential, certificate or degree;
8. Expand work-based learning programs for students;
9. Enhance the partnerships between business and education;
10. Replicate good practices/models and effective career education (CTE) across multiple colleges and multiple regions where labor market needs warrant; and
11. Braid resources and efforts towards the aspirational numerical goals outlined in the Vision for Success.

Interested applicants are advised of the following:

- The Sector Navigator role is a Key Talent role for the workforce ecosystem and shall be a full-time position (no less than 100%) filled by a single person (see Article I). A District may propose more than one Sector Navigator application but each application needs to be submitted separately under the appropriate RFA number.
- All Key Talents, including the Sector Navigator, work to collectively advance the student success metrics as displayed in the LaunchBoard, and these metrics will be a part of the Sector Navigator's planning baseline as well inform his/her effectiveness in role.
- The Sector Navigator role acts as a workforce systems integrator to address the statewide needs within a specific industry sector, identifying and connecting needs and resources. The Sector Navigator shall be accountable to the CCCCO for advancing industry sector strategies. However, in accordance with the legislature's requirements for technical assistance and logistic support to colleges, the Sector Navigator will also drive regional development consistent with Strong Workforce Program objectives, accountability-based performance metrics (found in the LaunchBoard) to achieve Vision for Success aspirational goals, and the adoption of effective workforce and economic development practices to assist colleges and regions in creating more and better career education (CTE).
- Sector Navigators serve as lead conveners for the sector (not less than twice a month) and performance coach for Deputy Sector Navigators (DSN) network in their sector.
- While the Deputy Sector Navigator interacts also with faculty and deans of campuses, the Sector Navigator will be uniquely tasked to liaison with CIOs within all regions that have prioritized the sector in order to keep them informed of labor market developments, make available best practices/models for replication, and update them on DSN activities on their campus. This investment of time with the CIOs will improve communication, buy-in and championship. Additionally, Sector Navigators will garner important quality of service feedback on sector strategies through the process.
- Two-term limit: Consistent with the term limits set forth on page 5, no individual may fill a Sector Navigator role after having held EWD statewide responsibility role for a sector (whether as a Statewide Initiative Director or Sector Navigator) over two EWD reauthorization cycles. Any application proposing such persons will be disqualified from

consideration. Any person who started in the 2008-2009 fiscal year or earlier will be deemed to have served a full reauthorization cycle.

A qualified Sector Navigator shall possess the following attributes (see appendix G - Key Talent Roles and Responsibilities):

- Ability to identify and advocate programmatic priorities - with consideration for common metrics and accountability measures - in consultation with DSNs, regional and statewide advisory bodies. Structure at least one statewide or multi-region advisory body where business representation is at least 70%.
- Act as first point of contact for statewide industry organizations and employers with the intent of assisting engagement with the community college system to respond to sector needs. Represent the Chancellor's Office at state-level meetings and workgroups and facilitating business/industry connection with DSNs and college programs.
- Demonstrated sector expertise and ability to stay current with industry workforce development needs, trends, and funding opportunities in order to provide expert guidance "including market intelligence" to the Chancellor's Office, DSNs, Regional Consortia and regional sector-specific programs.
- Develop, implement and replicate sector initiatives to address statewide and regional industry workforce priorities, supported by convening and facilitation, marketing, website development/maintenance, meeting logistics, data collection/reporting, and internal analysis of effectiveness.
- Convene, coach and support DSNs, the Regional Consortia, and colleges to meet the needs of their particular industry sector in evaluating impact of their sector on the region's economy.
- Assist in the formation of workforce development networks, and development of contract and fee-supported approaches for meeting workforce development needs in their sector. Be knowledgeable on navigating for-credit and non-credit processes.
- Connect with the Employment Training Panel (ETP) network to access sector funding mechanisms, deploy ETP funding and attend a professional development training on the ETP system
- Be accountable to the Chancellor's Office and other Key Talent by:
  - informing work plan development across the sector and understanding of labor market needs and gaps, statewide as well as region by region;
  - providing recommendations on monitoring and performance issues;
  - providing technical assistance as needed on RFAs, SB 858, and SB 1402 and any related compliance and reporting;
  - supporting and contributing to statewide and regional sector strategic planning
  - providing technical assistance/input to CCCCO on SB 1402 and SB 858 funded projects, and other Renewals, RFAs and funding opportunities.

- providing leadership in implementing the Strong Workforce Task Force Recommendations relating to sector work.
- generating resources as well as deploy sector investments, such as Industry Sector Projects in Common (ISPIC), as opportunities become available.
- Assist with the larger Chancellor's Office Guided Pathways alignment in the following ways:

### Sector Navigators and Deputy Sector Navigators

*(Note: the following chart uses the specific practices highlighted in the Community College Research Center (CCRC) Scale of Adoption and the CCCCCO Self-Assessment to identify ways that Key Talent can advance guided pathways)*

<p><b><i>Pillar 1: Mapping Pathways to Student End Goals</i></b> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> <p>Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<ul style="list-style-type: none"> <li>● Facilitate access to employers to support program mapping</li> <li>● Validate and provide nuance to labor market data including future looking market intelligence</li> <li>● Build instructional faculty's capacity to utilize current labor market information and market intelligence in pathways design</li> <li>● Build pathways to stack and meet industry standards</li> </ul>
<p><b><i>Pillar 2: Helping Students Choose and Enter a Pathway</i></b> Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<ul style="list-style-type: none"> <li>● Assist with providing information that supports student career exploration activities including technology tools and counseling</li> </ul>
<p><b><i>Pillar 3: Keeping Students on the Path</i></b> Students can easily see how far they have come and what they need to do to complete their program.</p>	<ul style="list-style-type: none"> <li>● Assist with the examination of possibilities for articulation across meta-majors (also called "interest clusters") to support portability for students who may attend multiple campuses</li> </ul>
<p><b><i>Pillar 4: Ensure that Students are Learning</i></b> Program learning outcomes are aligned with the requirements for success in the further</p>	<ul style="list-style-type: none"> <li>● Assist with the identification of key competencies that should be built into programs, based on</li> </ul>



<p>education and employment outcomes targeted by each program.</p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>employer needs and/or transfer pathways</p> <ul style="list-style-type: none"> <li>• Assist with the identification of baseline competencies within related meta-majors (also called "interest clusters")</li> </ul>
<p><b>Pillar 4: Ensure that Students are Learning</b></p> <p>Students have "ample opportunity" to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, work experience, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p> <p>Students have "ample opportunity" for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<ul style="list-style-type: none"> <li>• Support colleges in securing and incorporating work-based learning opportunities</li> </ul>
<p><b>Pillar 4: Ensure that Students are Learning</b></p> <p>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<ul style="list-style-type: none"> <li>• Provide badges and support access to third-party credentials that allow students to document skills attainment. Rely on open standard technologies and/or CCCCO-provided tools to ensure portability of credentials.</li> </ul>
<p><b>Self-Assessment: Shared Metrics</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p>	<ul style="list-style-type: none"> <li>• Support understanding and use of Strong Workforce Program metrics (in LaunchBoard) and Guided Pathways key performance indicators to support review of progress toward completion, transfer, and employment goals.</li> </ul>
<p><b>Self-Assessment: Integrated Planning</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an</p>	<ul style="list-style-type: none"> <li>• Support colleges in understanding how to leverage the Strong Workforce Program to implement Guided Pathways</li> </ul>

overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs	<ul style="list-style-type: none"> <li>• Connect campus-level and regional-level workforce and non-workforce funds, resources and ecosystem in support of student journey.</li> </ul>
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The remaining 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

### ***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 structural barriers to execution. It is the intent of the CCCCC Workforce and Economic Development Division (WEDD), wherever possible, to target incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

#### Industry Sector Projects in Common (ISPIC)

In order to fulfill Strong Workforce Task Force Recommendation "*Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market,*" the Chancellor's Office has established a strategy referred to as "industry sector projects in-common" (ISPIC) across the state or in multi-regions. In order to identify opportunities that bring SN and DSN-seeded programs to scale, the SNs and DSNs will collaborate with colleges and Regional Consortiums and be able to match a Strong Workforce Program investment from a regional or local share with ISPIC funding. ISPIC funds are only made available for DWM-identified sectors.

During the Industry Sector Projects in Common (ISPIC) team meeting, the consensus was established that the Sector Navigator and Deputy Sector Navigator grants resulted in investments that serve as research and development for community college career education. This result is often from curriculum that came about through training of an employer's existing workforce, which are provided to ensure workers are keeping pace with new technology and/or new requirements in the workplace. ISPIC dollars and Strong Workforce Program dollars should be used to bring these advancements to scale statewide or region-to-region.

Therefore, ISPIC opportunities will be identified and administered by Sector Navigators (SN)

and Deputy Sector Navigators (DSN). These opportunities will help our regions and colleges optimize their Strong Workforce Program funds. Co-investing in data-backed programs will help colleges to further plan, and bring about targeted student workforce outcomes. Colleges, regions, SNs, and DSNs are encouraged to focus on the six ambitious goals outlined in the Board of Governor's recently adopted [Vision for Success](#).

## **The Strong Workforce Program**

The program was established in the 2017-18 California Budget as follows:

- (1) California's economic competitiveness is partly fueled by the strength of its regional economies and its skilled workforce;
- (2) Upward social and economic mobility helps keep the state's economy diversified and vibrant;
- (3) The attainment of industry-valued "middle skill credentials" serves as a gateway for a large and diverse number of careers in the state's economy;
- (4) California's local educational agencies, community college districts, interested public four-year universities, local workforce development boards, economic development and industry leaders, and local civic representatives should collaboratively work together to inform the offerings of courses, programs, pathways, and workforce development opportunities that enable students to access the current and future job market and further social and economic mobility;
  - (b) The Strong Workforce Program is hereby established for the purpose of expanding the availability of quality community college Career Education and workforce development courses, programs, pathways, credentials, certificates, and degrees.
  - (c) To facilitate program coordination and alignment with other workforce training, education, and employment services in the state, the Strong Workforce Program shall operate in a manner that complies with the California Strategic Workforce Development Plan, required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and expand upon existing consortia infrastructure.
  - (d) To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 Career Education programs.
  - (e) All of the following guiding principles shall apply to each DSN, SN, and all other technical assistance providers participating in the Strong Workforce Program:
    - (1) A community college district participating in the consortium shall ensure that its community college Career Education and workforce development courses, credentials, certificates, degrees, programs, and pathway offerings are responsive to the needs of employers, workers, civic leaders, and students.
    - (2) The consortium shall collaborate with other public institutions, including, but not limited to, local educational agencies, adult education consortia, local workforce development boards, non-profit organizations and interested California State University and University of California institutions.

- (3) The consortium shall collaborate with civic representatives, representatives from the labor community, and economic development and industry sector leaders within the region.
- (4) The consortium shall include collaborating entities and persons identified in this subdivision in planning meetings, provide them with adequate notice of the consortium's proposed decisions, and solicit, consider, and respond to comments from them regarding the consortium's proposed decisions.
- (5) Collaborative efforts shall focus upon evidence-based decision making and student success with workforce outcomes aligned with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and closing labor market and employment gaps. Each consortium shall strive to align programmatic offerings in the most effective and efficient manner to avoid duplication of effort and streamline access to services, and education and training opportunities.
- (6) Community college districts and other entities participating in a consortium are encouraged to develop long-term partnerships with private sector employers and labor partners to provide coordinated courses, programs, and pathways with employer involvement in the assessment, planning, and development of community college Career Education courses, programs, and pathways. To the extent practicable, employer partnerships should build upon regional partnerships formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other state or federal programs.
- (7) Community college districts and other entities participating in a consortium are encouraged to develop and work closely with public and private organizations that offer workforce development programs and pathways to young adults with autism and other developmental disabilities to provide a comprehensive approach to address workforce readiness and employment.
- (f) The Chancellor's Office shall, in consultation with the California Workforce Development Board, the Academic Senate for California Community Colleges, California Community College Association of Occupational Education and its other partners formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), as applicable, develop and implement policies and guidance necessary to implement the Strong Workforce Program, including policies and guidance necessary for consortia, including community college districts and their regional partners, to increase the number of aligned middle skill and Career Education courses, programs, pathways, credentials, certificates, and degrees.

The trailer bill language for the Strong Workforce Program can be found at:

[http://www.dof.ca.gov/budget/Trailer\\_Bill\\_Language/documents/308StrongWorkforceProgram.pdf](http://www.dof.ca.gov/budget/Trailer_Bill_Language/documents/308StrongWorkforceProgram.pdf)

The report and recommendations of the Board of Governor's Task Force Report on Workforce, Jobs, and a Strong Economy found at:

<http://doingwhatmatters.cccco.edu/StrongWorkforce/ImportantReading.aspx>.

There are six accompanying expert background papers. These items are found at:

<http://doingwhatmatters.cccco.edu/StrongWorkforce/ImportantReading.aspx>

## **Senate Bill Senate Bill 1402 California Economic and Workforce Development Program**

Senate Bill 1402 (Lieu) establishes the California Community Colleges **Economic and Workforce Development Program**. Existing law provides for the awarding of grants for this program, and provides that this program shall only be implemented during fiscal years for which funds are appropriated for these purposes. Existing law repeals the program on January 1, 2018. Senate Bill 85 changes the repeal date for the program January 1, 2023, thereby extending the provisions governing the program until that date.

The following mission statement applies to the California Economic and Workforce Development Program:

1. The program shall be responsive to the needs of employers, workers, and students.
2. The program shall collaborate with other public institutions, align resources to foster cooperation across workforce education and service delivery systems, and build well-articulated career pathways.
3. Program decisions shall be data-driven and evidence-based, investing resources and adopting practices based on what works.
4. The program shall develop strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, and program evaluation.
5. The program shall be outcome oriented and accountable, measuring results for program participants, including students, employers, and workers. The program shall be accessible to employers, workers, and students who may benefit from its operation.

The SB 1402 bill language can be found at: [http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb\\_1401-1450/sb\\_1402\\_bill\\_20120917\\_chaptered.html](http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1401-1450/sb_1402_bill_20120917_chaptered.html)

### **C. Funding**

The Statewide Sector Navigators – RFA provides one-year of funding, renewable annually up to five years dependent on funding and the discretion of the Chancellor's office. The initial total budget for 2018-19 for this Request for Application is \$372,000 per Sector Navigator grant. One (1) grant will be awarded to a single host district.

The Statewide Sector Navigator – RFA provides funding for the following items:

- **Contracting for one Sector Navigator** (100% full time)
- **360 Degree Feedback Process using a vendor/tool prescribed by the CCCCCO**  
By measuring the effectiveness/quality of our service, we hope to better position the colleges to support their students.

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 funding is not sufficient to fully fund, or if a partial scope is sufficient. The Chancellor's office reserves the right to add funds.

#### **D. Eligibility**

Only a California Community College District is eligible to apply. Districts will serve as "Supervisor of Record" for the Key Talent whereas the scope of work for their role will be driven through this grant by the Chancellor's Office.

If there are none or insufficient application(s) that meet the minimum score of 75 points viability threshold, the grant will not be funded. The Chancellor's Office then can opt to rebid, sole source with some technical assistance, or issue a capacity-building grant.

For the State Sector Navigator - RFA, any proposal not adhering to the two-term limit clause will be deemed ineligible. The District is responsible for verifying eligibility of person proposed for Statewide Sector Navigator role, including his/her employment outside of the District during the two-term period.

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

##### **Past Performance**

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

#### **E. Performance Period**

The application will be awarded for the time-period July 1, 2018, through June 30, 2019. See listing of key dates for quarterly and final report deadlines. The application may be renewed annually for up to an additional four (4) more years contingent on successful completion of required outcomes and availability of funding. No extensions will be granted for this funding, unless approved by the Chancellor's Office due to special circumstances.

For awards where the Key Talent is new to the SN role, the award time-period can start on May 15, 2018 – June 30, 2018, at the discretion of the CCCCCO in order to facilitate early onboarding. Otherwise, the Sector Navigator grant will commence July 1, 2018.

## **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 applied for this 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.

## **G. Bidder's Conference**

A Bidder's Conference will be held for this RFA as a webinar on Wednesday, January 24, 2018 at 1:00 P.M. The Chancellor's Office requests that potential applicants register for this Webinar at [www.cccconfer.org](http://www.cccconfer.org). Failure to attend the Bidder's Conference will not preclude the submission of an application.

## **H. Application Format and Instructions**

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. The workbook contains formulas that will 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, the CEO cover letter template, and the out-of-state travel form found with 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	15
Annual Work Plan (Statement of Work)	25
Application Budget Summary/Application Budget Detail Sheet	10
Project Management Plan	15
Quality of Service	30
<b>Total Points</b>	<b>100</b>

**1. Face Sheet**

NOTE: The completed application will be submitted electronically and 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 the Sector Navigator 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 six (6) pages, 1" margins, single- or double-spaced, 12 pt. Arial font)*

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

**7. Response to Need**

**Maximum Points 15**

*(Narrative – Limited to three (3) pages, 1" margins, single- or double-spaced, 12 pt. Arial font)*

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

**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 (10) objectives can be selected.

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

**NOTE:** Each objective must be on its own form and 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 (note: metrics are found in the LaunchBoard) that clearly link to the objectives and activities. Describe the outcomes in qualitative and quantitative terms. Address any performance outcomes unique to this project that will result from the implementation of the objectives and activities listed in the Statement of Work (Annual Work Plan).

Applicants should pay close attention to how the Key Talent will advance these numerical [Vision for Success](#) goals:

- Increase by at least 20 percent the number of CCC students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in-demand job;
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percentage of career education students who report being employed in their field of study from 60 to 69 percent – the average among the quintile of colleges showing the strongest performance on this measure;
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

**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, please round off to the nearest dollar.

**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.

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.

This grant requires SNs and DSNs to attend a 2-day January in-service as well as the Fall and Spring California Community College Association of Occupational Education (CCCCAOE) conferences to receive professional development scheduled by the Chancellor's Office (and if scheduled, a pre conference meeting). SNs are expected to attend quarterly Extended Operations and Deep Dive meetings. DSNs are expected to attend the Sector Navigator organized coordination meetings taking place no less than twice a month (virtual) along with annual/biannual in-person retreat. These conferences/meetings are mandatory and so must be clearly budgeted within the application detail sheet.

**d. Equipment Purchases**

It is the intent of this funding to design and implement long-term effectiveness and sustainability. Equipment purchases that meet the intent of the funding and show long-term sustainability are allowable.

## **e. Coordination Meetings**

The coordinator may be required to attend sector navigator meetings, and to coordinate statewide level convening. Attendance at these meetings must be listed in the application annual work plan and the travel section of the application budget detail.

### **10. Project Management Plan** **Maximum Points 15** *(Narrative – Limited to three (3) pages, 1" margins, single- or double-spaced, 12 pt. Arial font)*

See the RFA Specification for a complete description of Management Plan requirements. At a minimum, the Management Plan requires a narrative consisting of a response to questions, an organizational chart and a regional consortia or collaborative governance chart. The organizational chart does not count against the page narrative limit.

### **11. Quality of Service** **Maximum Points 30** *(Narrative – Limited to three (3) pages, 1" margins, single- or double-spaced, 12 pt. Arial font)*

In this section, please discuss your processes, staffing and subcontractor arrangements that meet the requirements of the grant and ensure timely, responsive, and quality service as well as quality monitoring.

Please include responses to the questions in this section of the RFA Specifications.

### **12. Application Procedures**

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

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

- 1) The cover letter must be signed by the District's Chief Executive Officer or authorized designee;
- 2) Application Budget Summary must be signed by the District's Chief Business Officer (or authorized designee) and the Project accountant.

- 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: **“WEDRFA2018-Sector Navigator [insert Industry Sector selected] to [sectornavigator@ccccco.edu](mailto:sectornavigator@ccccco.edu) by 5:00 P.M. on Friday, March 16, 2018.** Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to [sectornavigator@ccccco.edu](mailto:sectornavigator@ccccco.edu)

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

**NOTE:** Within two (2) 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 [sectornavigator@ccccco.edu](mailto:sectornavigator@ccccco.edu) to confirm receipt of their application.

## **I. Rejection of Application**

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

1. It is received at the Chancellor’s Office via electronic submittal later than **5:00 P.M. on Friday, March 16, 2018** 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 cover letter signed by the CEO or designee of the Community College District
  - Contact Page
  - Application Abstract (narrative must not exceed page limit)
  - Table of Contents
  - Need (narrative must not exceed page limit)
  - Response to Need (narrative must not exceed page limit)
  - Annual Work Plan
  - Application Budget Summary  
(*Project Director’s signature*)

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

- Application Budget Detail Sheet
  - Project Management Plan (narrative does not exceed page limit, plus an organizational chart and governance chart)
  - Quality of Services (narrative must not exceed page limit)
  - Person proposed for Statewide Sector Navigator violates two-term clause.
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.

## **J. Calendar of Key/Reporting Dates**

### ***Key Dates***

January 12, 2018	RFA Released
January 24, 2018	Bidder's Conference
February 2, 2018	All Clarifying Questions Due
March 16, 2018	Deadline for Submitting Application
March 21, 2018	Notification of Intent to Award
April 6, 2018	Appeal Deadline
May 14-15, 2018	Board of Governors Approval (grants over \$100,000)
July 1, 2018	Grant Commencement
June 30, 2019	Grant End Date

***Reporting Dates***

September 30, 2018	1st Quarter Year-to-Date Expenditure and Progress Report due
December 31, 2018	2nd Quarter Year-to-Date Expenditure and Progress Report due
March 30, 2019	3rd Quarter Year-to-Date Expenditure and Progress Report due
April 30, 2019	4th Quarter Year-to-Date Expenditure and Progress Report due
July 31, 2019	Final Claim of Expenditures and Final Report due



## Chancellor's Office, California Community Colleges

### RFA Specification

#### RFA Specification No.:

18-152	Advanced Manufacturing
18-153	Advanced Transportation & Logistics
18-154	Life Sciences/Biotech
18-155	Agriculture, Water & Environment Technologies
18-156	Health
18-157	Global Trade
18-158	Information & Communication Technologies (ICT) & Digital Media
18-159	Business & Entrepreneurship
18-160	Energy, Construction & Utilities
18-161	Retail, Hospitality & Tourism 'Learn and Earn'

**RFA Title:** Statewide Sector Navigators RFA

**Funding Source:** Economic and Workforce Development Program: Senate Bill 1402;

**Funding Period:** July 1, 2018, through June 30, 2019  
New-in-role Key Talents may start on May 15, 2018 – June 30, 2018 at the CCCCCO discretion

**Total Funds Available:** Up to \$372,000 per award

**Number of Awards:** Ten

**Match:** 1:1 Required

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#### NEED

1. Describe your understanding of the Doing What MATTERS for Jobs and the Economy (DWM) framework, its evolution with the advent on the 25 Strong Workforce Task Force Recommendations adopted the Board of Governors, and further evolution with the numerical goals established in the system's Vision for Success.
2. Describe your understanding of the Strong Workforce Program, the 25 recommendations set forth by the Board of Governor's Report on Workforce, Job Creation, and a Strong Economy, and the interrelationship thereof.

3. Describe your understanding of SB1402 and how it relates to helping colleges meet labor market demand, and outcomes for career education.
4. Describe how the host of the Statewide Sector Navigator – RFA can enable effective implementation at the direction of the CCCCCO.

## **RESPONSE TO NEED**

The “Supervisor of Record” that hosts one of ten Statewide Sector Navigator roles will monitor the activities commissioned under this grant. Therefore, applicants should address the following:

### Fiscal/Operations

1. Serve as a fiscal agent and/or fiscal management of grants/contracts.
2. Timely and efficient management and payment of subcontracts for projects.
3. Experience administering grants/contracts with multiple project stakeholders and subcontractors.
4. Description of staffing the grant to ensure its responsiveness to address the programs providing funds.
5. Provide a chart of the district’s billing process, describe the standard turn-around time/process for payment, and follow up.
6. Describe how your business and human resources processes provides the flexibility, timelines and monitoring supportive of the CCCCCO needs to deploy a statewide Sector Navigator.

### The Sector Navigator Role

1. Describe the organization and structures in place to accomplish the outcomes or the structure the Sector Navigator will put in place to take on these activities.
2. Describe how you will ensure the Statewide role is deployed, monitored to perform in accordance to expectations for sector success.
3. Describe how the Sector Navigator will ensure the Statewide role is supportive of Guided Pathways and the Strong Workforce Program.
4. The core competencies describe traits that especially critical and pertinent for Sector Leadership and functions of the organization. Please respond to the need by giving examples of each competency in the person you propose for the SN role:

- Organizational Savvy: Understands the political environment and navigates it sensibly.
  - Sector Strategy: Establishes a statewide sector strategy that encourages consistency in the creation and development of workforce solutions.
  - Sector Leadership: Aligns statewide industry resources and expertise to maintain balance between industry needs and student success.
  - Building Trust: Interacts with others in a way that gives them confidence in one's intentions and those of the Doing What Matters for Jobs and the Economy Key Talent group.
  - Building Partnerships: Identifies opportunities and takes action to build strategic relationships to help achieve grant goals.
  - Decision Making: Supports stakeholder decision making by identifying and understanding trends, problems, and opportunities; Compares data from different sources to develop appropriate solutions that facilitate stakeholder ownership of decisions.
  - Delivers Results: Establishes high goals for grant/community of practice success and personal accomplishment; meets or exceeds those goals and drives issues to closure.
  - Resource Allocation: Manages grant finances and college resources to enhance goals.
  - Strategic Agility: Is future oriented and adaptable; can anticipate future possibilities and likelihoods and innovate to adapt.
5. Describe your strategy for cultivating Chief Instructional Officer engagement and support in every region that has prioritized the sector.
  6. Describe your process to retain the person you propose for the Key Talent role.

## **PROGRAM MANAGEMENT PLAN**

A complete description of the Management Plan requirement is listed below. At a minimum, the Management Plan requires a narrative consisting of a response to questions, an organization chart, a governance chart, and any Intent-to-Participate form letter from participating community colleges or subcontracts that are identified within this grant.

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**

Explain the Key Talent's view of the workforce ecosystem pertinent to this sector - across the state and region-by-region.

Explain the Key Talent's understanding of the DWM networks and how to leverage them to be

effective in role.

Explain the Key Talent's experience and future focus when it comes to strategic planning, workplan development, team building, and convening.

Explain what collaboration tools the Key Talent will leverage to be effective in role.

Explain the Key Talent's priorities for moving the needle on the systems student success metrics with workforce outcomes, especially in light of the aspirational goals within the Vision for Success.

Explain the Key Talent's understanding of the LaunchBoard and NOVA tools as well as the resources offered by the Labor Market Research Centers of Excellence.

Discuss what best practices/model programs the Key Talent wishes to scale using ISPIC or other resources.

## **B. Management (Attachments)**

*(The following required documents do not count as part of the narrative page count.)*

1. Provide an organizational chart for operating the project.
2. Provide intent-to-participate letters from partners if any. The RFA does not require the participation of other colleges or vendors; however, it is encouraged where appropriate.

## **QUALITY OF CONTRACTUAL SERVICES**

1. Please give the background, achievements, capabilities and other details on the person you propose to hold the Key Talent position.
2. Additionally, discuss how the supervisor of record will fulfill his/her role and ensure that the Sector Navigator is responsive to colleges/regions/state and accountable to the CCCCO for this scope of work.
3. Discuss also your ability to process mini-grants and expenses associated with being a supervisor of record for the Key Talent. Lack of timeliness has been an obstacle for Key Talents in being effective in their role. Discuss your process to troubleshoot issues associated with being a Supervisor of Record.

## **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 Workbook)

### **Appendix C**

Guidelines, Definitions and Allowable Expenditures

### **Appendix D**

Strong Workforce Program Metrics

### **Appendix E**

Sector Specific Objectives 2018-19

### **Appendix F**

Sector Navigator Minimum Qualifications

### **Appendix G**

Supervisor of Record Certification Roles and Responsibilities for Onboarding of Project Directors/Key Talent

### **Appendix H**

Key Talent Roles and Responsibilities 2018-2019

## **TERMS AND CONDITIONS**

The executed grant shall consist of a Grant Agreement face sheet, the Grantee's application, and 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.