



Chancellor's Office, California Community Colleges
Division of Workforce and Economic Development

Request for Applications

Instructions, Specification, and Terms & Conditions

Program

Labor Market Research Statewide Technical Assistance
Provider (TAP)

RFA Specification Number

15-190

Funding Fiscal Year

2013-2014

Total Funds Available

\$200,000

Program Year

2015-16

Funding Source

SB 1070 (Steinberg) and SB 1402 (Lieu)

RFA Release Date: August 28, 2015

Application Deadline

Applications must be received electronically at the
Chancellors Office **by 5:00 p.m. September 30, 2015, to**
nesquivel@cccco.edu with the subject line reading:
WEDRFA2015-16 LMRTAP. Written questions concerning the
specifications in this Request for Applications must be
submitted by email to Nick Esquivel nesquivel@cccco.edu **no**
later than 5:00 p.m. on September 25, 2015

Bidder's Conference: September 3, 2015

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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

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

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

Through this grant, the Chancellor's Office seeks a statewide director to exercise oversight and coordination of the 7 Regional Directors of each Labor-Market Centers of Excellence.

B. Program Overview

Framework for Doing What Matters for Jobs and the Economy

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

Economic and Workforce Development Program

California Economic and Workforce Development Program Existing law, up to January 1, 2013, established the California Community Colleges Economic and Workforce Development Program. Senate Bill 1402 (Lieu) reauthorized the program for another five years, effective January 1, 2013, with the following mission statement:

- 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 on the basis of 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.
- 6)** The program shall be accessible to employers, workers, and students who may benefit from its operation.

Senate Bill 1402 states the mission for the Economic and Workforce Development Program as follows:

- 1)** To advance California's economic growth and global competitiveness through education, training, and services that contributes to continuous workforce improvement.
- 2)** 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.
- 3)** 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, in accordance with both of the following: (a) To the extent possible, the Economic and Workforce Development Program shall work with, share information with, and consider the labor market analyses produced by the Employment Development Department's Labor Market Information Division and the California Workforce Investment Board. (b) The Economic and Workforce Development Program may also use its own resources to bolster and refine these labor market and industry sector and industry cluster analyses to fulfill its mission.
- 4)** 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 sectors and industry clusters.
- 5)** To collaborate and coordinate investment with other state, regional, or local agencies involved in education and workforce training in California, including, but not necessarily limited to, the California Workforce Investment Board, local workforce investment boards, the Employment Training Panel, the State Department of Education, and the Employment Development Department.
- 6)** To identify, acquire, and leverage community college and other financial and in-kind public and private resources to support economic and

Career Technical Education Pathways Program

Existing law, until January 1, 2013, established the California Community Colleges Economic and Workforce Development Program. Existing law requires the Board of

Governors of the California Community Colleges, as part of the program, to assist economic and workforce regional development centers and consortia to improve, among other things, career-technical education pathways between high schools and community colleges, as specified. Senate Bill 1070 (Steinberg) established the Career Technical Education Pathways Program until with the following mission statement:

1. The program shall assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and Regional Occupational Centers and Programs (ROCPs) to improve linkages and career technical education pathways between high schools and community college to accomplish both of the following objectives: a) Increase the readiness of middle school and high school pupils for, and their access to, postsecondary education and careers in high need, high-growth, or emerging regional economic sectors; and b) Increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors. **2.** Assistance shall be provided in the form of contracts and competitive grants for programs and initiatives that demonstrate a plan for close collaboration among regional institutions and entities, including, but not limited to, school districts, public postsecondary educational institutions, Regional Occupational Centers and Programs (ROCPs), local Workforce Investment Boards, and business or industry to jointly accomplish the following:

a) Align existing postsecondary technical preparation with high school career technical education curriculum to ensure seamless transitions for pupils;

b) Increase attainment of industry-recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors.

c) Promote productive partnerships between high school career technical education programs, postsecondary educational institutions, and emerging or growing regional businesses and industries;

d) Provide professional development to middle and high school teachers and community college faculty to improve their delivery of career-oriented academic and technical education; and

e) Expand middle and high school pupil and college student opportunities for paid work opportunities, paid or unpaid internships, and participation in career technical student organizations, and expand teacher and faculty opportunities.

Regionalized Labor Market Data

California is an economy of diverse macro-economic regions and home to the largest higher education system in the world, the California Community Colleges. As our state continues to rebound out of the great recession it is critical that our community colleges understand the economic dynamics of their regions and how these drivers affect workforce issues. In order to keep pace with evolving labor markets the California Community Colleges must have continuous access to data and decision support to assure that their curriculum produces workers with the skills and preparation that California employers need.

The DWM Framework supports a statewide network for the delivery of education and training services to businesses, students, workers, and jobseekers in key growth industries and new technologies.

The purpose of DWM entails advancing the economic growth and global competitiveness of California and its regional economies through education; training; and other services that contribute to continuous workforce improvement, technology deployment, and business development. Central to the DWM framework are the EWD and SB 1070 programs that expressly include following program goals:

- Create new and strengthen existing linkages to industry;
- Generate stronger links to other state workforce and economic development systems and programs (e.g., Workforce Investment Board, etc.);
- Employ EWD funds to serve as the research and development arm of community college CTE programs, such that EWD funds can be used to pilot innovative approaches and be an incubator of new programs focused on educating a 21st century workforce; and
- Bolster integration of EWD funded-programs into other community college CTE programs;
- Increase attainment of industry-recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors.
- Promote productive partnerships between high school career technical education programs, postsecondary educational institutions, and emerging or growing regional businesses and industries;
- Reinforce a data-driven approach to oversight by the Chancellor's Office.

To achieve these goals, the Chancellor's Office provides grant funding to help community colleges be accessible and responsive to the needs of employers, employees, and students. Grantees funded under the DWM framework, in large part, are intended to assist community colleges in partnering with other public institutions in an effort to align resources, foster cooperation across workforce education and service delivery systems, and build well-articulated career pathways.

Grantees funded in accordance with the DWM framework are intended to develop strong partnerships with the private sector; thereby, ensuring industry involvement in community college programs. Additionally, DWM decisions aim to be data-driven and evidence-based, resulting in strategic investments that are based on proven practices. It is designed to be an outcomes-oriented program and is accountable for measuring results for program participants including businesses, employees and students.

Objectives of the Labor Market Research Centers of Excellence

The purpose of the Labor Market Research Centers of Excellence initiative is to provide information and insight (and consultation thereof) on emerging and changing workforce and occupational needs that will be used by the regional colleges as a basis for program planning, resource alignment, and resource development.

Through the required activities of occupational studies and supply/demand research, the Centers of Excellence are charged with developing relationships with employers, industry or trade associations, labor, the workforce investment system, economic developers, the key talents under the Doing What MATTERS for Jobs and the Economy, and the field for the purpose of validating industry-specific workforce needs.

By validating their research through industry engagement, the Centers identify significant new job growth, regional shifts in employment trends and the skill sets and competencies needed to be successful in newly emerging occupations.

Internally the Centers are tasked with providing technical assistance and labor market research to Sector Navigators, Deputy Sector Navigators, Regional Consortia Chairs, college leadership, and faculty. They also serve local college workforce professionals by facilitating linkages between the colleges and employers.

The products and partnerships produced by the Centers are designed to assist faculty and college decision-makers in such areas updating curriculum, beginning new programs (single or multi-college approach), regionally plan for specializations and foundational programs across a region, developing customized training, seeking grants, expanding outreach to industry, and increasing awareness of how other colleges are responding. The goal is improve the alignment of college offerings with labor market needs and industry demand for new and more relevant education, training, and career development services offered through the community colleges.

The Centers also have the responsibility to refresh labor market information that inform priority/emerging sector selection, provide updated reports on these sectors for the website on an annual basis as well as maintain a running inventory of labor market research reports pertinent to every region, inform college CTE investment of resources to meet local and regional needs, and support data needs of the field as a an extended of both the Regional Consortia team and of the Launchboard data team.

The Centers of Excellence (COE) support the community colleges by providing customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs. The COEs are located strategically to study the regional economies of California, produce industry-validated environmental scan reports designed to enable community colleges to remain relevant and responsive in their offerings.

The Centers of Excellence also support the California Community Colleges Economic and Workforce Development Program (CCCEWD) statewide marketing and outreach efforts to improve employer recognition and awareness of economic and workforce development services offered through the California Community Colleges.

C. Categories for Funding Which Funding is Available

One grant will be awarded up to \$200,000 per year.

D. Eligibility

Only California Community College districts are eligible to apply for COE Statewide Lead. If an application does not meet a minimum score of 75 points deemed to meet the performance and viability standards, it will not be funded, and the RFA can be reissued for competitive bid or sole sourced in the form of a capacity-building grant.

The Chancellor's Office will consider past performance of grantees prior to awarding additional funds, and shall deny making an award to 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 of November 18, 2015 through June 30, 2016 with 2 optional years thereafter (depending on availability of funding and satisfactory performance). The EWD program allows an assessment of the past performance of a grantee, including whether the grantee's previous awards produced project deliverables specified in the grant application. This grant is a Key Talent grant, and hence subject to the Quality of Service common metrics. The Chancellor's Office reserves the right to rebid those grantees that are on the bottom quartile (25%) of performers.

See listing of key dates on page 14 for quarterly and final report deadlines for the first year.

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

F. RFA Clarification

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

The contact person for these Instructions and/or RFA Specification is:

Nick Esquivel
California Community Colleges Chancellor's Office
1102 Q Street,
Sacramento, CA 95814-6539
Phone: (916) 445-4670
Fax: (916) 324-6083
E-mail: nesquivel@cccco.edu

G. Bidder's Conference

A Bidder's Conference will be held for this RFA online via a CCCConfer Webinar. The date and time of the webinar will be posted on CCCConfer on August 31, 2015. The Chancellor's Office requests that potential applicants register for this Webinar at www.cccconfer.org. Failure to attend the Bidder's Conference will not preclude the submission of an application.

H. Application Format and Instructions

An Excel workbook (Appendix B) has been developed which contains a contact page, annual workplan, application budget summary, and an application budget detail sheet. This workbook must be used when submitting an application and has been designed in order to save the applicant time in filling out redundant information and 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 this workbook. The following instructions prescribe the format and order for the development and presentation of the application (for both the Excel workbook and the narrative sections of the application). In order to receive the highest possible score and to prevent disqualification, the application format instructions must be followed, the application must follow the order prescribed below, all questions must be answered, and all requested data must be supplied. Applicants are expected to follow these instructions while using the RFA Specification and the forms and templates provided in Appendices B and C.

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 maximum of 100 points as indicated in chart listed 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	20
Response to Need	20
Annual Workplan	15
Application Budget Summary/Application Budget Detail Sheet	10
Project Management	20
Dissemination	5
Feasibility of the Project	10
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 stating that the Community College District is willing to be fiscal agent of a consortium and is submitting the application for Chancellor's Office review (see Appendix C, Application Templates for CEO cover letter template).

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 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 workplan. The contact page tab must be filled in second. After filling in the contact page, the Project Director and the Chief Business Officer name and title will auto fill within the application budget summary. These auto fill features prevent incorrect and/or inconsistent information within the application.

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 Specification, 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 20**

(Narrative – Limited to 5 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 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 20**

(Narrative – Limited to 7 pages, 1” margins, single or double-spaced, 12 pt. Arial font)

The response to need is a narrative that at a minimum addresses the required objectives listed in the ‘Response to Need and Objectives’ sections in the RFA Specification.

8. Statement of Work (Annual Work plan) **Maximum Points 15**

a. Objectives

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

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

Identify which of the Common Metrics & Accountability Measure(s) (see Appendix E) this objective affects and place the corresponding number(s) in the Metric No. type. Each objective must select a single Leading Indicator (LI) or Momentum Point (MP). It is not necessary to assign an

accountability measure to each individual activity. Quality of Service (QS) measures is assumed for every objective; it is not necessary to select a QS measure.

c. Activities

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

d. Performance Outcomes

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

e. 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.

**9. Application Budget Summary/
Application Budget Detail Sheet**

Maximum Points 10

This RFA awards one-time funding. No extensions will be granted for this funding. Grant renewal may be considered if additional funding becomes available.

In order to help allocation recipients plan objectives, activities and their corresponding budgets, Appendix D – 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 4 originals in an ink color other than black will be requested in hard copy).

b. Indirect Administrative Costs

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

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

c. Travel

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

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

d. Equipment Purchases

It is the intent of this funding to design and implement long-term effectiveness and sustainability. Therefore any equipment budgeted will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability. Should the location of the host college change the equipment should be transferred to the new grantee.

e. Match

Indicate on the forms provided the amount of investment in the project by partners, program income for services provided and matching resources contributed to funding the project by your district and/or other stakeholders or donors, especially industry partners.

The level and commitment from business and industry shown by cash or in-kind matching basis is required for subsidized internships and performance-improvement training activities. For all other activities, matching resources may come from various sources and may be cash or in-kind. In-kind resources include, but are not limited to, staff time (i.e., industry partners attending advisory committee meetings), facilities, and the use of equipment. Cash match may include monetary or equipment donations. All match should offset real costs of the project.

NOTE: Grantees will be expected to include in their final report all match actually generated.

Budget Detail Sheets must be prepared for each donor of matching resources. The budget detail must clearly delineate the proposed expenditures for both the requested Economic and Workforce Development Program funds and the matching funds. Budget detail sheets for match must have either the signature of the match donor, a written agreement, or an accompanying letter committing the specific resources identified in the budget detail sheet. The responsible person of the business or organization who has the authority to commit the matching resource shall sign this letter. Do not include general letters of support that do not specifically describe matching resources. Participation Agreements, Cooperative Agreements, and Partnership Agreements, as described earlier in the Project Management Plan section of this RFA Specification, can also act as a vehicle to provide evidence of fund/resource commitments.

For more information on Match requirements, please see Appendix C.

10. Project Management

Maximum Points 20

(Narrative – Limited to five 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 the capacity of the college to implement and manage the project, an organizational chart, a governance chart. The organizational and governance charts, and letters do not count against the five page narrative limit.

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

Describe how the project director will disseminate products to all partner individuals and organizations. This narrative must not exceed one page. Project staff is encouraged to disseminate their findings and work products through State and regional venues.

12. Overall Feasibility of the Project **Maximum Points 10**

This is not a category to be addressed separately in the application, but rather is a rated area on the scoring sheet. The reviewers have an opportunity to consider whether the project is realistically capable of attaining the required and proposed outcomes. Reviewers will consider the entire application in the context of the RFA Specification to make a final, overall appraisal of the project proposal. The intent is to judge the cohesiveness and viability of the project.

13. Application Procedures

- a. The application must be received in a single PDF document in the order specified above. Instructions for submittal may also be found in Appendix C, Application Templates (Application Checklist). 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;
- 3) Intent-to-Participate letter per college within the consortium signed by each college's Vice President of Instruction or above (or authorized designee).

- 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: **WEDRFA2015-16 LMRTAP** by Wednesday September 30, 2015 at 5:00 p.m. to nesquivel@ccccco.edu. Applications e-mailed to any address other than listed above will not be accepted. Any questions should be addressed to:

Nick Esquivel via e-mail at nesquivel@ccccco.edu

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

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

H. 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 by e-mail after 5:00 p.m. on September 30, 2015 or sent to the wrong e-mail address.
2. The RFA Specification Number is not correct on all the documents.
3. The Application Budget Detail Sheet or Application Budget Summary exceeds the amount allocated the region as detailed in the RFA Specification.
4. The Technical Assistance Provider position does not meet the 100% time requirement within the application budget detail sheet.
5. The Annual Workplan and/or Application Budget Detail Sheets do not show attendance at regional consortia meetings.
6. All required application documents submitted in a single e-mail including:
 - a. A cover letter signed by the CEO or designee of the Community College District
 - b. Contact Page
 - c. Application Abstract (narrative limited to 1 page)
 - d. Table of Contents
 - e. Need (narrative limited to 5 pages)

- f. Response to Need (limited to 7 pages)
 - g. Annual Workplan
 - 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 (narrative limited to 5 pages, plus an organizational chart, governance chart, and college intent-to-participate letters)
 - l. Dissemination (narrative limited to 1 page)
7. Contains facsimiles of forms and has changed language on those forms (this may cause a rejection).
8. Narrative sections of the application exceed the maximum page limit specified.

I. Calendar of Key/Reporting Dates

Key Dates

August 28, 2015	RFA Released
September 3, 2015	Bidder's Conference
September 30, 2015	Deadline for Submitting Application
October 12, 2015	Notification of Intent to Award
October 26, 2015	Appeal Deadline
November 16, 2015	Board of Governors Approval (grants over \$100,000)
November 18, 2015	Grant Commencement
June 30, 2016	Grant End Date

Reporting Dates (Year One)

March 30, 2016	1 st Quarter Year-to-Date Expenditure and Progress Report due
June 30, 2016	2 nd Quarter Year-to-Date Expenditure and Progress Report due
July 29, 2015	Final Claim of Expenditures and Final Report

RFA Specification

RFA Specification No.:	15-196
RFA Title:	Labor Market Research Statewide Technical Assistance Provider (TAP)
Funding Source:	Career Technical Education Pathways Program – SB 1070 (Steinberg)
Funding Period:	November 18, 2015 through June 30, 2016
Range of Funds:	Up to \$200,000
Required Match:	50% of \$200,000
Number of Awards:	1

BACKGROUND

Framework for Doing What Matters for Jobs and the Economy

The goals of Doing What Matters for Jobs and the Economy are as follows: to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include focusing on regional priority/emergent sectors and industry clusters (to be referred to simply as “sectors”); taking effective practices to scale; integrating and leveraging programming between funding streams; promoting common metrics for student success; and removing structural barriers to execution. It is the intent of the division, wherever possible, to target the investment of incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

The mission of the Doing What Matters for Jobs and the Economy Initiative is to contribute to the State’s job growth and economic vitality through regional training programs that result in the measurable and successful transition of CTE students from community colleges to careers.

It is therefore the intent of the Chancellor’s Office to fund one award for a statewide Technical Assistance Provider (TAP) that will lead, organize, and ensure the efficacy of the regional network of Centers of Excellence Directors. This TAP should serve as first contact for the CCCCO and the system and deliver on statewide labor market research products/services.

NEED

(Narrative – Limited to five 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 in response to the prompts below. The applicant should reference source(s) for substantiation of the need statement.

Applicants should address the following:

- Describe the value and importance of the Statewide TAP to the Doing What MATTERS for Jobs and the Economy (DWM) framework. Discuss the differences in how the Centers of Excellence product/service delivery model differs under the DWM framework as compared to the EWD program that existed prior to SB 1402 reauthorization.
- Describe the labor market information-related recommendations of the Board of Governors 'Strong Workforce' Task Force, and implications for how the network of Centers of Excellences must evolve to meet those expectations. Specifically, name 7-10 ideas for how the products/service delivery model of the Centers will need to evolve to meet the recommendations outlined under Regional Coordination and Workforce Data & Outcomes.
- Given the expectations of the 'Strong Workforce' Task Force, discuss what products/services should be core competencies/products/services of the Centers of Excellence, what should be products/services done in collaboration with other research partners, and what should be outsourced to vendor partners.
- Discuss how the demand for labor market information will intensify with the efforts to regionalize planning (eg. Slingshot initiative by the CA Workforce Investment Board, regionalization of the Local Workforce Investment Boards under WIOA, the AB86 Adult Education programs, etc.). Discuss how these trends affect the workload of the Centers in the development of data tools, research reports, and integration with the Launchboard.
- Define the role of the Statewide TAP relative to all the above expectations. What are standard products/services that the Statewide TAP must be accountable for to the CCCCCO, to the Launchboard data team, to the Centers of Excellence network, to the colleges, and to the employers/regional partners of the community college system.

RESPONSE TO NEED

(Narrative – Limited to 7 pages, 1" margins, single or double-spaced, 12 pt. Arial font)

Based upon the identified barriers and opportunities, the applicant should present a plan that will achieve the grant objectives listed below. The response to this section must acknowledge all the objectives and identify how the statewide lead intends to manage the work.

OBJECTIVES/OUTCOMES

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

Objective 1: Serve as statewide TAP for the COEs in providing workforce data and technical assistance to the system and its colleges.

- Act as first contact and liaison between the network of COEs and the CCCCCO Division of Workforce and Economic Development.
- Serve on the Extended Operation Team to discern strategic priorities and how to best optimize role/structure of the COEs in support the labor market information needs thereof.
- Produce standard and ad hoc data/reports in support of the CCCCCO data needs (e.g., identifying whether there ought to be changes to the list of top 10 sectors, profiles of the top 10 sectors, regionally organized LMI reports inventoried on the website, etc.).
- Maintain COE external and internal website, integrated with the DWM framework that would make all publishable reports and data publicly available and accessible.
- Coach and mentor regional COEs to deliver on expectations under DWM and in the 'Strong Workforce' Recommendations.
 - In identifying high growth and emerging industries and occupations for study, and scoping out research objectives.
 - In the development and successful implementation of new technical assistance areas, such as CTE Portfolio Management, Launchboard, Employment Outcomes Survey Labor Market Information.
 - In responding to performance and other feedback.
 - In onboarding new and current COEs to ensure consistent service/product delivery and processes
 - In advising professional development to those in the COE network so that they can perform to expectations
 - In selection of Common Metrics and evaluating progress against those Common Metrics in Launchboard
- Regularly convene COE director conference calls (monthly) and in-person meetings (at least 2 per year) to coordinate, ensure effectiveness, and ensure quality control of the products/services within network.
- Develop and maintain a consistent communication strategy to regularly inform appropriate audiences about COE research projects and products/services [regional consortia, sector navigators, deputy sector navigators, grant projects (SB 1070, CCPT, etc.), community college administration and other workforce

agencies], and other constituencies as outlined by the 'Strong Workforce' Task Force

- Develop and maintain a COE advisory committee to advise how best to operationalize the system's priorities, how best to integrate with related bodies of work, to ensure usefulness of products/services, to look ahead at trends, and identify potential research projects. This advisory committee can be a joint body (e.g., shared with the California Workforce Association) not limited to just community college constituents.

Objective 2: Provide technical assistance to support the project goals of the CCCCCO Economic and Workforce Development Program under DWM, such as Launchboard, Sector Navigators, Regional Consortia, and others as needed

- Attend and participate in the Extended Operations Team meetings and Technical Assistance Providers (TAP) deep dives.
- Represent the COE network in statewide discussions, on related committees (such as VERATAC) or projects (such as aligning CCC and WIB regions). Represent the CCCCCO when asked.
- Maintain working relationship with Chancellors Office grant monitor to assure that COE Centers are fulfilling the workplan, are aligned with statewide strategies, and are compliant with the Terms and Conditions of their grant.
- Work with each of the COE Directors to coordinate workforce data and supply demand analyses as requested to CCCCCO, sector navigators (SNs). Regional Consortia (RCs), CA CareerCafe, and other statewide and regional projects.
- Train the COE Directors to use new and interpret new data tools, and for these COE Directors to train others in the field to do the same.
- Provide expert consultation to colleges and their partners on how to access or commission labor market research to meet their needs, including vendors and/or consultants who can meet the needs, if request cannot be directly serviced by the CoE Directors. Consider creating umbrella vendor contracts to secure better pricing for colleges and to retain rights to publish reports on internal and external CoE websites.

Objective 3: Increase the ability of the California Community College system to effectively manage their CTE portfolios by using labor market information and other workforce data.

- Analyze labor market gaps to inform the system where there should be changes to the collective CTE portfolio. Break this down by region. Tie into college specific action.
- Analyze Launchboard data to identify enrollment and success trends in CTE programs. Advise faculty, colleges, Sector Navigators, Regional Consortia on actions to adjust their CTE portfolio.
- Join the Data Tools TAP team at a state-level to analyze CTE Employment Outcomes Survey data and other relevant employment outcomes data for use in CTE portfolio management and in developing new tools or tool features for use by the field.
- Collaborate and partner with state and national leaders that are advancing best practices with the use of labor market information and data to effectively manage CTE portfolios.
- Develop and maintain partnerships with workforce and economic development entities and other research organizations (public or private) that are focused on obtaining, analyzing and reporting the data on workforce needs.

Objective 4: Identify emerging technologies, new research approaches and incorporate them into the COE Directors' workload/responsibilities

- Maintain and expand the use of emerging and evolving research tools and data sources: examples include EMSI Analyst, Burning Glass Labor Insight, InfoUSA database of businesses, Qualtrics, ESRI, ArcGIS, Business Analyst, SPSS, etc.
- Collaborate on program assessment rubric for use in CTE program reviews
- Identify and pursue innovative research opportunities including applying for grants with state, regional and local partners, or engaging in projects with national workforce organizations.
- Engage in professional development activities related to labor market research, community and economic research, research methodology, etc.

Objective 5: Ensure COE effectiveness and efficacy as technical assistance providers on labor market information and the use thereof for purposes of decision-making

- Assess the impact of COE technical assistance (e.g., follow-up surveys) to colleges, partners, regional bodies, other grant programs and external stakeholders.
- Work with individual COE Directors as necessary to maintain the quality of products/service and technical assistance provided across the regions.

Objective 6: Continuously maintain accurate procedures on the storage and usage of the data sources and collaterals of value to community colleges, districts and CCCCO. Also, maintain a directory of the network of partners developed as a result of this grant.

- Store confidential data following legal, contractual and professional obligations.
- Maintain the storage of non-confidential collected and compiled data using available tools such as, Dropbox, COE intranet and internet, and regional consortium web page.
- Document and maintain a directory of network partners.

PROJECT MANAGEMENT PLAN

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

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:

- Describe how your recruiting processes can secure a Key Talent to serve as the Statewide TAP who meets these minimum qualifications of the role:

Education and Experience

- Bachelor's Degree plus a minimum of three years of relevant experience in the collection, analysis, interpretation and dissemination of labor market information
- Minimum of three years demonstrable experience in all of the following:
 - The development and analysis of surveys, statistical studies, and other methods of projecting and validating local, regional and/or state labor market needs, trends and projections
 - Proper control and review of data for accuracy and reliability
 - Use of the available public and/or proprietary sources of labor market information to produce state-of-the art labor market reports
 - The creation of professional reports disseminated through multiple channels
 - Providing information and analyses used in the improvement of Community College programs, offerings, strategies and decision-making
 - Working closely with college faculty, deans, administrators and leadership at community colleges and regional consortia

DESIRED QUALIFICATIONS

- Master's Degree in:
 - Public policy/public administration
 - Economics
 - Sociology
 - Related fields of study

- Familiarity with compiling, analyzing and filtering data, translating the data to identify critical workforce needs and growing industries.
- Describe value-added competencies and experiences in a Statewide TAP (beyond the Minimum Qualifications) that you expect to be able to recruit/hire given your processes. If you have a candidate for the Statewide TAP role, you are welcome to discuss the merits of this candidate.
- Describe the procedures in place for facilitating administration of the project, including your college's ability to process funds and expenses associated with this grant in a timely manner, provide the Statewide TAP with support to operationalize the scope of this grant, and your infrastructure to support the accountability/reporting requirements of this grant.
- Describe how you see the Statewide TAP lead role in relationship to the California Community Colleges Chancellors Office. Should there be performance issues, describe the escalation process for the CCCCCO and how you plan to remedy identified performance issues. Describe past experience addressing performance issues of project directors on grants.
- Describe your experience providing Technical Assistance and training to regional colleges on LMI topics and methods to promote better understanding of how to use LMI in various contexts such as program approval, grants, program review, career counseling, and education /strategic master planning.

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 I or Appendix A, Article I, Section 4, for quarterly reporting due dates and terms). No negative numbers are allowed within quarterly reports since the Chancellor's Office allows for liberal budget movement quarterly (see Article I, Section 2, Budget Changes) and has an online process for those budget changes that require Project Monitor approval.

REFERENCE MATERIALS

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

Application Forms (Appendix B)

Guidelines, Definitions and Allowable Expenditures (Appendix C)

The Chancellor's Office Doing What Matters website contains a variety of documents and input from the field used to design the RFAs going out competitive this year. If you are interested in reading these documents they may be found at:

<http://doingwhatmatters.cccco.edu/PromoteStudentSuccess/RFAProcess.aspx>

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.