

**San Diego/Imperial County Region Strong Workforce Program
Career Pathways Project**

Request for Proposals

The California Community Colleges play an important role in boosting our state’s economy by serving more than 2.3 million students a year. With a wide range of educational offerings, the colleges provide workforce training, basic skills in Math and English, and occupational certificates and degree programs in ten industry sectors – partnering with regional employers to ensure students leave with the essential key job skills they need to meet industry needs.

The Strong Workforce Program

In 2014, the California legislature requested the California Community College’s Chancellor’s Office create a “Task Force on Workforce, Job Creation, and a Strong Economy.” Composed of education, workforce development and business/industry members, the Task Force completed its work – which resulted in 25 recommendations, approved by the California Community Colleges Board of Governors. These recommendations enhance career technical education and workforce training to meet the demands of the economy and the labor market, thus benefiting individuals, communities, and the entire state. The recommendations are summarized in Attachment A.

The Strong Workforce Program was included in the Governor’s budget for 2016-17 and approved for ongoing funding by the California Legislature. The Strong Workforce Program was added to the Education Code and funded annually at \$200 million dollars. It requires MORE and BETTER career Technical education. The SWP funds have been allocated by a formula based on unemployment rate, proportion of CTE FTEs, projected job openings, and successful workforce outcomes. A total of 60% of the funding goes directly to the community colleges. The remaining 40% is allocated to the community college regions to invest in CTE with a regional impact.

The San Diego/Imperial County region received \$16,510,425 of SWP funds for 2016-17; \$9,906,256 went directly to community college districts to invest in their CTE programs and \$6,504,171 went to the Regional Consortium for investment in CTE regional impact programs/services; some of this funding will be disbursed to the regional colleges for implementation. The San Diego/Imperial County Regional Consortium has allocated \$1,000,000 through December 2018 to the CTE Career Pathways project.

The Regional Consortium for Workforce Development for the San Diego-Imperial Counties Community Colleges

The Regional Consortium is the regional entity working with all 10 community colleges to implement the new Strong Workforce Program. Member Community Colleges include:

Cuyamaca College
Grossmont College
Imperial Valley College

MiraCosta College
Palomar College
San Diego City College
San Diego Continuing Education
San Diego Mesa College
San Diego Miramar College
Southwestern College

The Regional Consortium's organizational structure comprises three groups with different functions:

- The ***San Diego-Imperial Counties Community Colleges Association (SDICCCA)*** to establish *SWP policy*. SDICCCA is made up of the CEOs of each of the ten community colleges working collaboratively as the San Diego-Imperial Counties Community Colleges Association (SDICCCA). SDICCCA was formed in 1963 to further the educational aims of the community colleges of San Diego and Imperial Counties, to promote opportunities for cooperative inter-college and inter-college/university relations, to stimulate collective support for legislation favorable to the community college mission and to provide a collective voice on higher education issues to the communities served. The ten SDICCCA colleges serve more than 150,000 students each year. Collectively, the average annual added income due to the activities of the SDICCCA member colleges and former students equals \$6.1 billion dollars, or approximately 3.7 percent of the total SDICCCA service area economy.
- The ***Regional Oversight Committee (ROC)*** to provide *vision and strategic priorities*. The SDICCCA CEOs established the Regional Oversight Committee (ROC) to provide guidance to and supervision of the Strong Workforce Program implementation in the region. The ROC consists of 2 CEOs, 2 Chief Instructional Officers, 2 Chief Student Services Officers, 2 Chief Business Officers, 2 CTE Deans, and 7 faculty members. A sub-committee of the ROC serves as the SWP Leadership team. The Leadership team includes one CEO, 1 CIO, 1 CSSO, the Workforce Development Council Chair, and the Regional Consortium Chair. The Leadership team provides communications and direction to the Workforce Development Council (WDC).
- The ***Workforce Development Council (WDC)*** to be responsible for *program operations*. The Workforce Development Council, the Consortium's operational unit, is composed of voting members (including a designated occupational dean for each college, and the regional deputy sector navigators) and resource members (including the Center for Excellence Director, other CTE Deans and Directors, Career Center Directors, the pathways director, and the Regional Consortium Chair. The Deputy Sector Navigators (DSNs) are part of California's "Doing What Matters" program for workforce development. The DSNs serve as in-region contact for an economic sector, working with the region's colleges and employers to create alignment around and deliver on workforce training and career pathways. The WDC meets monthly to discuss workforce needs in the region, review and endorse new CTE Programs, and make recommendations to college presidents about regional workforce training initiatives.

Need for Career Pathways

Employer Needs and Priorities. Utilizing the findings from multiple sector studies, regional partners identified several cross-sector employer needs/priorities. These priorities include the need for workers with strong work-readiness and soft skills – communication, professionalism, team work, critical thinking, problem solving, applied math, locating information, reading for information, etc. In addition, previous work experience is key for many well-paying middle-skill occupations. Technical skills are required to respond to the latest innovations and technological changes, and many employers look for industry-based certifications as an indicator of a job candidate's technical proficiency. Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent.

Current Status of Career Pathways. At this time there is no regional articulation of CTE courses and pathways, although there is articulation across some high school and community college partners. Currently each school district is doing its own version of career pathways, and some do not yet coordinate with community colleges. Not all programs offer work-based learning or integrate work readiness into the coursework. Students get different levels of access to programs across the region, depending on where they live. Because there is considerable student mobility around the region, it is critical that students have portable credentials and courses so that they can continue on their pathway if they have to change schools.

Current Activities Related to Career Pathways. Several projects and initiatives are currently underway:

- SB 1070 CTE Regional Pathways was launched in 2014. Industry sectors supported through the program include health, biotechnology/life sciences, information and communication technologies/digital media, advanced transportation and renewables, advanced manufacturing, small business, and global trade & logistics. SB 1070 CTE Regional Pathways supports career pathway programming in San Diego and Imperial Counties through: 1) Alignment of CTE curriculum with high school career technical education curriculum, 2) Alignment of articulation and matriculation processes, 3) Career readiness and work-based learning opportunities for students, 4) Professional development for teachers and counselors, 5) Marketing to students and parents, 6) Data collection and evaluation, and 7) Productive partnerships between high school CTE programs, postsecondary educational institutions, and emerging regional businesses and industries.
- The San Diego/Imperial region has two CCPT grants working to develop career pathways in specific sectors:
 - The San Diego County College and Career Readiness Consortium (CCRC) was launched in 2014 as a regional approach to implementing the California Career Pathways Trust (CCPT) grant. The school partners in the CCPT grant are 16 districts with high-schools, one charter school, and the region's five community college districts. The purpose of the CCPT project is to provide infrastructure investment to support the development of key components of a regional system to ensure delivery of streamlined, coordinated, sequenced career pathway curricula aligned to industry

needs. Industry sectors targeted through the application include Advanced Manufacturing, Clean Energy, and Information and Communication Technologies. CCRC supports career pathway programming county-wide through: 1) A regional, online work-based learning portal to broker work-based learning opportunities, 2) Work-based learning teams to build the portal, 3) Professional development for teachers and counselors, 4) Curriculum alignment and development, 5) Marketing to students and parents, 6) Data collection and evaluation, and 7) Meaningful industry engagement with facilitation from the United Way of San Diego County. Such activities support the advancement of CCPT objectives.

- In their CCPT grant, Imperial Valley College is partnering with IVROP, the Imperial County Office of Education Alternative Education program and five local high school districts to offer students in their junior year of high school the opportunity to earn college credit in the fields of Administration of Justice and Allied Health. By the time they graduate from high school, students seeking careers in Administration of Justice will have 12 units of the 60 units needed for an Associate of Arts Transfer degree. Students in health fields will have the capability to obtain certification as either an Emergency Medical Technician, Home Health Aide or Certified Nursing Assistant during the summer of their senior year.

Project Description

The Regional Consortium's objective is to develop a better system to facilitate the matriculation of prepared students to community college CTE programs. The project will assess the current efforts and develop/test models that create coordinated pathways across the high school and community college systems.

The Career Pathways and Work-based Learning Project will be informed by the CCCCCO Guided Pathways Initiative. The Guided Pathway model provides a structured framework for colleges to lead institutional change and improve student success by weaving together current reform initiatives into an integrated, institution-wide approach to student success. The model helps colleges clarify paths to student end goals, helps student select a program and stay on path, and ensures quality learning.

Scope of Work for the Career Pathways Consultant

The Regional Consortium seeks a consultant to undertake four activities:

1. Conduct an environmental scan that provides the basis for future program decision-making to strengthen and enhance regional CTE student outcomes.
 - a. Define “career pathways” and elements (instruction, support, transition) for our region
 - b. Identify best practices (regional, statewide, and national) in career pathways and work-based learning strategies
 - c. Assess current status of career pathways in SDIC, with analysis of what is working or not working.

2. Develop a methodology and template for developing career pathways in any sector; work should build on the work of SB 1070, California Career Pathways Trust (CCPT) and local high school/college partnerships.
 - a. Make recommendations for how SDIC should approach career pathways and next steps – leading to guided pathways
 - b. Guide the development of articulated and industry-informed 9-14 career pathways in high priority sectors, with an emphasis on expanding work-based learning to enhance student engagement and work-readiness.
3. Make recommendations on the use of a work-based learning platform or related technology that connects employer and student internship opportunities and provides student support services.
 - a. Review current status of work-based learning platforms nationally, with analysis of similarities and differences, and identify what works for our region's community colleges (including ease of adding future applications).
 - b. Consultant should confirm the workability of the CCPT portal developed by the CCC Foundation to electronically match students/teachers with employers/internship opportunities and determine the FTE needed to support the portal at our colleges. San Diego CCPT is using the CCC Foundation portal, which has been customized mainly for K-12 users at this time.
4. Recommend communications strategies to encourage students to pursue their career pathways at the community colleges.
 - a. Work with the WDC Marketing Committee to implement these strategies.

Deliverables

Phase I

1. Environmental scan report that includes topics identified in scope of work.
2. Report and recommendations for methodologies and template for developing career pathways.
3. Report on current status of work-based learning platforms, workability of adapting CCPT portal for community college use, and recommendations for implementation.
4. Report and recommendations on communication and intervention strategies recommended to encourage students to pursue career pathways at the community college.

Phase II

1. Guide the development of articulated and industry-informed 9-14 career pathways in high priority sectors, with an emphasis on expanding work-based learning to enhance student engagement and work-readiness.
2. Guide implementation of the selected work-based learning platform, including professional development for college staff.
3. Work with the WDC Marketing Committee to implement the communications strategies developed.

Benchmarks/Timeline

Phase I

1. Environmental scan report is complete and submitted to the Regional Consortium Chair by 10/31/2017.
2. Report of methodology and template for developing career pathways is complete and submitted to the Regional Consortium Chair by 12/31/2017.
3. Report on current status of work-based learning platforms and recommendations for implementation are complete and submitted to the Regional Consortium Chair by 12/31/2017.
4. Report on communication strategies recommended to encourage students to pursue career pathways at the community college is complete and submitted to the Regional Consortium Chair by 12/31/2017.
5. Implementation proposal and budget for Phase II is complete and submitted to the Regional Consortium Chair by 12/31/2017. Proposal will include specific scope of work, deliverables, benchmarks and timelines.

Phase I Deliverables must be approved by the Regional Consortium Chair before the start of Phase II. If deliverables are not acceptable, contract may be terminated by the fiscal agent.

Phase II

Completion of proposed activities and deliverables agreed to for Phase II, by the deadlines established.

Requirements

Project Meetings

Consultant must meet with Regional Consortium Chair and representatives of the WDC at start of project to identify standards and requirements.

Consultant must seek input from WDC members (to be identified by the Regional Consortium Chair) in the project research and development of the analysis.

Consultant must maintain weekly contact with the Regional Consortium Chair.

Consultant must meet bi-monthly with the WDC sub-committee (conference call or in person).

Deliverables

Phase I deliverables must be approved by the Regional Consortium Chair before Phase II is started. Phase II may or may not be funded, depending on the Consortium's evaluation of the results of Phase I and desired next steps. The Regional Consortium reserves the right to make changes to Phase II at this point.

All deliverables, including reports and materials created through the project are the property of SDICCCA.

Regional Consortium Chair and staff must be able to access all materials developed through the project, and be able to modify them/reformat them as needed.

Term of Contract

The Grossmont-Cuyamaca Community College District (GCCCD) is the fiscal agent for the San Diego/Imperial County Regional Consortium. Contract will be with the Grossmont-Cuyamaca Community College District Auxiliary Organization ("GCCCD Auxiliary Organization"), serving on behalf of GCCCD. The term of the contract shall be from June 1, 2017 through December 31, 2017, a seven-month initial contract with an option to renew for up to an additional one year, through December 31, 2018.

Proposal Timelines and Due Date

RFA Release Date: March 3, 2017

Notice of Intent to Apply: March 17, 2017

Proposal due date: April 7, 2017

Awards Notification Date: June 1, 2017

Implementation Timeline:

6/1/2017 – 12/31/2017 for Phase I, 1/1/2018 - 12/31/2018 for Phase II

Notice of Intent to Apply

The Regional Consortium requests that individuals and organizations planning to submit a proposal send an email to Sally Cox, Executive Director of the GCCCD Auxiliary Organization, at Sally.Cox@gcccd.edu no later than 5:00pm on Friday, March 17, 2017. Please include "Intent to Apply for Career Pathways Project" as the subject line of the email message. This intent to apply notice is requested to allow the Regional Consortium to determine the number of reviewer needed. Respondents who do not submit an Intent to Apply notice may still submit a proposal.

Response Content

The following format has been prepared as the guide for the development of the proposal in response to the RFP. Responses should address each item thoroughly and follow this format. Comments should be specific and generalized discussions should be avoided. Submittals must be limited to responses to the questions and issues outlined below.

Each submission must state the full business address of the Proposer and must be signed by the Proposer with his or her signature. The name of each person signing shall also be typed or printed below the signature. All individuals that will be directly involved with the project should be identified and represent the firm in all discussions and interviews, members of teams shall not change unless approved or directed by the Regional Consortium Chair.

Proposals by corporations must be signed with the legal name of the corporation, followed by the signature and designation of the president, secretary, or other person authorized to bind the corporation in this matter.

Executive Summary (Limit: 2 Pages)

The executive summary shall be signed by an authorized officer of the firm or organization or by the individual that binds the Proposer to the terms of the response. The executive summary must introduce the Proposer and contain (a) the legal name of the firm; (b) whether the firm is local, national, or international; type of firm (individual, corporation, etc.); a brief description of your firm, including number of years in business; Number of employees working in Southern California Counties (San Diego, Orange, Los Angeles, Riverside, San Bernardino, etc.); date firm established; California Business License Number; Tax Identification Number; a listing of all principals in the firm; and address, telephone, and e-mail address of the responsible contact person.

Conflict of Interest. The proposer shall certify that no official or employee of the GCCCD Auxiliary Organization, nor any business entity in which an official of the GCCCD Auxiliary Organization has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contract, nor that any such person will be employed in the performance of any contract without immediate divulgence of this fact to the GCCCD Auxiliary Organization.

Table of Contents (Limit: 1 Page)

Qualification of Staff (Limit: 2 page)

In this section proposers are to provide a brief history of their organization, firm or agency. Proposers are to provide the resume(s) or CV(s) of the personnel proposed to be assigned to perform work on behalf of the project. Also, provide areas of expertise for proposed personnel. In this section proposers are to provide a listing of any professional memberships, certifications, licenses, and other qualifications for key personnel deemed pertinent to this RFP. Proposers should provide the location and listing of potential resources of the local office (e.g. number of partners, associates, clerical staff, etc.) and the distance from San Diego County. Proposers should provide their experience and qualification for similar types of engagement; this summary must include your experience in each of the areas of expertise listed herein for which proposer is submitting a proposal.

Approach and Methodology (Limit: 4 Pages)

Include an explanation of the creative, problem solving and technical competence of the proposed team/staff to be dedicated to the project. Describe the proposer's approach to working collaboratively with the Regional Consortium.

Resources Committed to the Project (Limit: 1 Page)

Describe response time to questions and requests for on-site meetings.

References (Limit: 5 Pages)

Please provide at least five (5) references (within 5 years) for whom you have provided services similar to what is being requested in this RFP. Previous contracts within California and/or with public colleges/universities are desirable. Please provide enough detail to indicate the type of services performed and deliverables provided. Please include the following information below:

- Year(s):
- Institution/Entity:
- Contact Person:
- Title:
- Contact Phone Number:
- E-mail address:
- Brief description of work performed for that client.

Rate/Fee Structure (Limit: None)

Proposer should provide separate budgets for Phase I and Phase II of this project. The total for Phase I and Phase II may not exceed \$1,000,000. The project must be complete by December 31, 2018.

Rationale for Selection (Limit: 1 page)

Proposer should describe in a narrative form why their proposal should be selected. Provide additional information you feel relevant to your consideration.

Appendices (Limit: None)

Include all appendices as necessary to fulfill requirement for the RFP. Proposers are encouraged to include letters of references and/or testimonials in their proposal.

Proposal Submission Requirements

Paper Proposals:

Three copies of proposal shall be submitted in a sealed package with the following information clearly marked on the outside of the package:

Name of Proposer

RFP Title: Strong Workforce Program Career Pathways Project

Deliver to the following address no later than 5:00pm on Friday, April 7, 2017.

Sally Cox, Executive Director
GCCCD Auxiliary Organization
8800 Grossmont College Dr.
El Cajon, CA 92020

Emailed Proposals:

Please submit proposal to Sally Cox, Executive Director of the GCCCD Auxiliary Organization, by email at Sally.Cox@gcccd.edu no later than 5:00pm on Friday, April 7, 2017.

Interview Requirements

Proposers that are finalists for contract award may be requested to attend an in-person interview with the ROC before selection of a consultant is made.

Miscellaneous

Questions from Respondents

Questions or comments regarding this RFP must be in writing and received no later than 12:00 p.m. (local time) on March 17, 2107. Any written or called in questions submitted after the deadline will not be answered. Any questions relative to the RFP submittal shall be directed, in

writing, to Sally Cox, Executive Director of the GCCCD Auxiliary Organization, by email at Sally.Cox@gcccd.edu.

In addition, responses to written questions received will be incorporated in an RFP addendum. GCCCD Auxiliary Organization response to questions will be distributed at least 72 hours prior to the deadline for RFP submission. Proposers shall not contact any other employee, officer or representative of the GCCCD Auxiliary Organization regarding this RFP other than as allowed herein. The GCCCD Auxiliary Organization shall not be held liable for oral representations made by its officers, employees or agents.

Confidential Information

The proposal, and any other supporting materials submitted to the GCCCD Auxiliary Organization in response to this RFP will not be returned and will become the property of the GCCCD Auxiliary Organization unless portions of the materials are designated as proprietary at the time of submittal, and are specifically requested to be returned. It is understood that proposal made in response to the RFP may contain technical, financial, or other data, the public disclosure of which would cause substantial injury to the Consultant's competitive position or that would constitute a trade secret. To protect this data from disclosure, the Consultant should specifically identify the pages of the proposal that contain such information by properly marking the applicable pages and by inserting the following notice in the form of its proposal. Vague designations and/or blanket statements regarding entire pages or documents are insufficient and will not bind the GCCCD Auxiliary Organization to protect the designated matter from disclosure. The GCCCD Auxiliary Organization will have no liability to the respondent or other party as a result of any public disclosure of any SOQ, Proposal, and any other supporting materials.

Proposal Evaluation Criteria

The San Diego Imperial Counties Regional Consortium reserves the right to select the proposal that best meets the needs of the Regional Consortium. The Consortium also reserves the right to waive minor irregularities in the RFP and in the proposals submitted in response to the RFP. All proposals will be reviewed by a selection committee of Consortium representatives.

Appeals

Where a timely and completed application results in a rating below that necessary to prequalify as one of the top three (3) teams, an appeal may be made. An appeal is begun by the proposer delivering a written notice to the GCCCD Auxiliary Organization of its appeal and a request for explanation of any aspect of the GCCCD Auxiliary Organization's determination within three (3) business days after receiving notice of its qualification status. Within three (3) business days after receipt of the GCCCD Auxiliary Organization response, the PROPOSER may submit a written request for reconsideration by the GCCCD Auxiliary Organization's staff. The request for reconsideration must include any information that the proposer believes supports a finding that the GCCCD Auxiliary Organization's determination should be changed. Thereafter, the GCCCD Auxiliary Organization will provide a response to the request for reconsideration.

Without a timely appeal, the proposer waives any and all rights to challenge the decision of the GCCCD Auxiliary Organization, whether by administrative process, judicial process or any other legal process or proceeding.

No Commitment to Award

Issuance of this RFP and receipt of responses does not commit the GCCCD Auxiliary Organization to award a contract. The GCCCD Auxiliary Organization expressly reserves the right to postpone response opening for its own convenience, to accept or reject any or all responses received to this RFP.

Compliance with Laws

The successful firm(s) shall comply with all applicable federal, state, and local statutes, rules, regulations and codes.

Rejection of Proposal

The GCCCD Auxiliary Organization reserves the right to accept or reject any and all proposal, or any portion or combination thereof, or award on the basis of the total proposal.

Multiple Proposals

Persons, firms, or corporation are allowed to make, or file, or be interested in more than one proposal for the same work unless special conditions indicate otherwise. A person, firm, or corporation who has submitted a sub-submission to a proposer, or who has quoted prices of materials to a proposer is not thereby disqualified from submitting a sub-proposal or quoting prices to other proposer.