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**

***REQUEST FOR PROPOSAL (RFP)***

**Employability Skills Alignment Project**

***2018-2019***

**Proposals are due by 5:00 pm, December 08, 2017**

Contact: Dr. Hilmi Lahoud, Business Technologies, Program Coordinator

 (919) 807-7116 or lahoudh@nccommunitycolleges.edu

## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

200 W. JONES STREET 5016 MAIL SERVICE CENTER

RALEIGH, NC 27603-1379 RALEIGH, NC 27699-5016

**EMPLOYABILITY SKILLS ALIGINMENT PROJECT (ESAP)**

**February 1, 2018 – June 30, 2018 (Phase I)**

**July 1, 2018 -June 30, 2019 (Phase II)**

***Proposal Submission Due Date***

***December 8, 2017***

**Introduction**

The Employability Skills Alignment Project (ESAP) is supported by the following funding sources: the Carl D. Perkins Career and Technical Education Act of 2006, North Carolina Community College State Board, and College and Career Readiness/Basic Skills supported by the Adult Education and Family Literacy Act as reauthorized by Title II of the Workforce Innovation and Opportunity Act (WIOA), 2014.

The funding is contingent upon receipt of funds from the U.S. Department of Education, North Carolina Community College State Board, and College and Career Readiness. If approved, the first phase of the project will be conducted between February 1, 2018 and June 30, 2018. This grant will be administered collaboratively by the following sections of the North Carolina Community College Programs and Student Services Division: Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education.

1. The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic and career and technical skills of students by supporting career pathways in collaboration with secondary, post-secondary and workforce partners. These pathways incorporate career advising, work based learning, and rigorous programs of study that allow students to earn credentials from academia and/or professional organizations. Perkins supports professional development for instructors as well as initiatives that target assistance to special populations for success in CTE course work.
2. The purpose of the Title II Adult Education and Family Literacy Act (AEFLA) Section 202 is to provide adult education and family literacy, integrated education and training, English language acquisition, integrated English literacy, and civics education for individuals most in need. Title II supports workforce preparation programs, services, and activities designed to help individuals acquire a combination of: basic academic skills, critical thinking skills, digital literacy skills, self-management skills, competencies in utilizing resources and using information, working with others, understanding systems, career awareness and exploration, career building skills. The AEFLA supports job skills training along with entry level credentials necessary for successful transition into and completion of postsecondary education, training, or employment. The AEFLA also supports training services through career pathways that directly link to in-demand industry sectors or occupations in the service areas, and attainment of recognized postsecondary credentials.
3. State Board Reserve Funds in support of this project are subject to the approval of the North Carolina Community College State Board. N.C.G.C. 115D-5(j) provides that the “State Board of Community Colleges shall use its Board Reserve Fund for feasibility studies, pilot projects, start-up of new programs, and innovative ideas.” While the requirement to report the use of State Board Reserve Funds bi-annually to the Joint Legislative Education Oversight Committee was removed by S.L. 2011-145, a report on the use of funds is still provided for information. As such, the support and outcomes of this project will be included in bi-annual reports to the North Carolina General Assembly.

This project is being considered for the following reasons:

* The North Carolina Community College System (NCCCS) is considered the primary provider for career education in North Carolina with over 270 Career Technical Education academic programs, over 300 integrated Basic Skills career pathways as well as Workforce Continuing Education training programs offered at all 58 institutions. (Chapter 115D General Statutes, Article 1)
* When interviewed during the NCWorks 1,000 in 100, employers cited the lack of employability skills as the second highest reason they experienced difficulty filling jobs. (NCWorks: 1000 in 100, July 2014-March 2015, Teams led by NC Department of Commerce)
* According to research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, 85% of job success comes from practicing well-developed employability skills. (<http://www.nationalsoftskills.org/research-publications/>)
* Despite employers identifying employability skills as their second highest reason for hiring difficulty, 72% of the North Carolina Community Colleges experienced a decrease in Human Resources Development (HRD) enrollment from 2014 to 2016 with an 18% overall decline in enrollments over the past three years (2014 – 2016). (North Carolina Community College System -2016 WCE FTE Enrollment Trends)
* The results of the last five academic alignment projects indicated that employers emphasized the importance of soft skills, stressing the need for aligning the skills to meet state, national, and global standards.
* Employability skills are a critical component to North Carolina’s economic growth. There is an identified employability skills-gap that requires appropriate skills training to ensure that NCCCS students are properly prepared for employment success.
* The Workforce Innovation and Opportunity Act (WIOA) Title II requires active collaboration among various stakeholders to achieve workforce development goals and increase workforce skill competencies.

Objectives for the Employability Skills Alignment Project (ESAP):

1. assessment of employability skills training and tools currently utilized in the NC Community College System;
2. identification of employability skills that employers have defined as “in-demand”;
3. alignment of existing employability skills training with current industry needs through a skills-gap analysis;
4. curation of existing resources and materials addressing industry needs;
5. development of new employability skills training materials such as courses and modules to reflect the needs of North Carolina employers and workforce;
6. creation of a framework for disseminating integrated resources and materials;
7. professional development for vested stakeholders including faculty and staff.

The results of this time-limited project must include innovative and streamlined curriculum revision strategies which have a long-term, systemic impact in the targeted areas.

Resources for consideration: (1) NCNET Employability Skills Workbook; (2) Skills USA Employability Skills; (2) Human Resource Development Curriculum; (3) Adult Education Employability Skills curriculum; Adult Education Content Standards (4) JIST Career Solutions; (5) Geographic Solutions; (6) NC Department of Commerce; (6) other state and federal resources.

The ESAP is designed to be delivered in two phases and based on a framework that includes the following:

1. **Clear and concentrated timeframe**
	1. *Phase I, February 1, 2018 through June 30, 2018*

Selected Resource College will develop and present program plan to meet requested deliverables related to project objectives. Phase I will provide the foundational framework for Phase II.

* 1. *Phase II, July 1, 2018 through June 30, 2019*

Selected Resource College will implement the program as designed in Phase I and all requested deliverables related to the project objectives.

1. **Resource College leadership approach** (the college submitting the proposal serves as the Resource College);
2. **Qualified half-time Project Coordinator** (designated by the Resource College); and
3. **Faculty-driven curriculum development** (opportunity for representation from all colleges, offering the identified program areas, are involved in achieving project objectives).

A management team will oversee the activities and budget for this project. The team includes the half-time Project Coordinator, a college senior administrator, and a System Office Project Director. In addition, the ESAP management team will include NCCCS representatives from the following areas:

* Academic Programs
* College and Career Readiness
* Career and Technical Education
* Workforce Continuing Education
* Student Services

**Eligibility**

To be eligible to receive this grant, a college must meet the following criteria:

* Demonstrate effectiveness and the capacity to develop a collaborative model for delivering employability skills training that includes Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education programs.
* Demonstrate a strong history of professional development for faculty and staff.
* Provide evidence of activities that engage and show success in reaching special populations and encouraging students to pursue nontraditional fields when appropriate.
* Provide evidence of employer engagement through active partnerships and strong relationships with local Workforce Development Boards.
* Demonstrate past effectiveness in managing grants, meeting grant timelines, and product deliverable expectations.
* Demonstrate capacity to manage the project’s budget, meetings, and travel arrangements for up to 75 participants.
* Demonstrate past effectiveness in meeting Title II state adjusted levels of performance and compliance with Education Department General Administrative Regulations (EDGAR).

*Note: Colleges demonstrating strong employer involvement with Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education, will be given special consideration for this project. Please include specifics of the college’s involvement within the proposal.*

**Program Alignment Project Standards**

Each proposed project **must** include the following:

1. **Methods for assessment of programs***,* including the integration of industry-driven performance standards and measures and program improvement and accountability.
2. **Plan for curriculum development, resource collection, dissemination, and field testing**, especially for curricula and training that integrate technical and academic methodologies, and offerings that provide a coherent sequence of employability skills through which occupational and academic skills may be measured.
3. **Methods for input from key stakeholders**. The programs and activities designed to fulfill the requirements of this project should include the promotion of partnerships among employers, educational entities, community-based organizations, governmental agencies; the support of student, faculty, and staff associations/organizations; and data collection. Colleges must submit proposals that provide statewide leadership in enriching and updating the curricula covered in this project and offered at the North Carolina Community Colleges across the state.
4. **Proposed professional development activities** for faculty and staff working with the programs covered by this project. These activities must include integrated in-service training models for faculty and staff in the four areas included in this project.

**Budget Constraints**

A maximum award of $200,000 will be awarded to one college for the two phases of the project. Phase I, a maximum award of $75,000, for the period of February 1, 2018 through June 30, 2018 and a maximum award of $125,000 for Phase II, for the period of July 1, 2018 through June 30, 2019. Expenditures of these funds may be used only to support approved project objectives and outcomes based on the requirements specified by each source.

1. **Coordination Costs:** The budget may include part of the salary and benefits of a Project Coordinator **or** it may be used for the salary and benefits of a substitute instructor to release college personnel to coordinate the project. The salary and benefits of a part-time administrative assistant may be paid as well.
2. **Budget for Faculty and Staff Training:** A minimum of **30 percent** of the total budget must be used for items of direct benefit to participating colleges. (See Attachment B, Proposed Budget Form, particularly line items 7-13, Curriculum/Materials Development and/or Faculty and Staff In-service Training.)
3. **Faculty In-service and Staff Training:** The budget must include travel and subsistence for at least one faculty or staff member, from every North Carolina community college offering the targeted curricula or instructional area, to attend professional development activities and to participate in curriculum development activities.
4. **Equipment:** Furniture and office equipment may not be funded from the grant award.
5. **Timeframe:** The requested, proposed budget will provide funding for appropriate activities that occur between February 1, 2018 and June 30, 2019. The *Proposed Budget Form* will be used to identify fund allocation.
6. **Contingency of Funds:** The allocation of these funds for Phase I and Phase II is contingent upon the availability of funds.
7. **Funds Management:** Funds must be used in accordance with the NCCCS Accounting Procedures Manual.

**Proposal Development Guidelines**

To receive grant funding, the proposal must follow the guidelines and requirements included in this document. The proposal should provide a straightforward and concise description of activities planned to satisfy the requirements of this Request for Proposal (RFP). Emphasis should be placed on completeness and clarity of content. All information requested must be submitted.

Each proposal includes the following:

1. **Certification Page** (Attachment A)- Required
2. **Proposed Budget** (Attachment B) - Required
3. **Resume/Vitae** (Attachment C) - Optional
4. **Recommendation/Support Letters** (Attachment D) - Optional
5. **Executive Summary** (one page) - Required
6. **Narrative Description** (12 pages)- Required

The narrative should not exceed 12 double-spaced pages (using a 12 point font and 1” margins all around) and must address each of the categories outlined in the Proposal Development Categories section below.

**Note**: These same categories serve as the review criteria to rank proposals and make funding decisions. All review criteria/categories, including the 100-point distribution used for the review, are explained below.

Applicants may provide additional information and documentation to the Narrative Description.

**Proposal Development Categories and Review Criteria**

All proposal narrative descriptions must address the following categories:

**Identification of Needs/Emerging Issues (15 points)**

Describe or define the issues and needs that support the alignment of employability skills training provided by community colleges, AEFLA -Title II, and requested by employers. Describe how this alignment will positively impact student outcomes for enrollment in postsecondary education and training, employment, and credential attainment.

List the other colleges that were consulted and the needs and issues that were identified by each of them. Identify the significant changes and the emerging issues which have an impact on the targeted area. These might include job market developments, advances in technology, new teaching and delivery methods, sociological or economic changes, changes in enrollment patterns, and implementation of state or national educational initiatives. Develop a clear and compelling mission statement for the project, based on the identified needs and issues.

**Project Design and Implementation Plan (25 points)**

Describe the project demonstrable objectives and activities; well-conceived and organized development activities; targeted professional development activities in updating, methodology training, and technology training; a plan for involving faculty and staff from other colleges in achieving project goals and objectives; and a plan for developing partnerships with appropriate agencies and employers to achieve project goals, including the incorporation of CTE/Perkins Act and Title II goals. This section should include a detailed action plan and timetable.

**Outcomes/Project Evaluation (25 points)**

Based on the project design, identify the anticipated outcomes and detailed evaluation methods of this project, including measurable outcomes such as faculty and staff training materials and workshops; alignment of the programs identified for this project between Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education in community colleges; curriculum materials to be developed; and involvement of faculty and staff from across the state. Identify the expected long-term benefits of the project to the community college system, such as revitalization, dissemination, and upgrading of faculty/staff, and curricula; development of networks and support groups; fundamental changes in instructional delivery methods; revised instructional materials derived from employer/industry feedback and project-based research; and/or a program of study which better prepares students for the workplace; attainment of industry recognized credentials.

**Leadership, Capacity, and Commitment (25 points)**

Provide evidence of demonstrated effectiveness for serving as a Resource College of a state-wide initiative. Provide evidence of the college's capacity and commitment to launch and manage this statewide project. Provide evidence of college’s efforts to develop collaborative projects across multiple program areas including Career and College Readiness, Workforce Continuing Education and Curriculum. Describe the college's own program and innovative strategies that have been implemented to enhance instruction in the targeted area. Identify the proposed Project Coordinator and explain his/her capabilities to provide statewide leadership. Include a one-page vitae/resume for the proposed Project Coordinator. If a Project Coordinator has not been determined, please include a detailed description of the required qualifications. This should be placed at the end of the proposal as an attachment. Provide evidence of college’s leadership input into Phase I and Phase II to ensure success of the Project. Describe the involvement of the college's administrative leadership in providing oversight, supervision, and support for project activities inclusive of employer engagement.

**Budget (10 points)**

Proposal should include two budgets reflecting both Phase I and Phase II of the project. In addition to submitting two Proposed Budgets (one for each phase using attachment B) that conforms to the outlined budget constraints, provide two detailed budget narratives (one for each phase) describing considerations of cost-effectiveness and involvement of faculty and staff from across the state in planning and implementing activities designed to achieve the project's goals.

**Reporting Requirements**

For **Phase I** of the project, the resource college is required to submit two status reports to the NCCCS that are due by **April 30, 2018 and by August 1, 2018**. The format of these reports will be determined after the Resource College is selected. For **Phase II**, three status reports will be required (**October 31, 2018; February 28, 2019; and July 31, 2019**).

Using materials developed by the Resource College, NCCCS staff will conduct a post-project evaluation based on the expected outcomes of the project.

**Submission Instructions**

**A scanned copy of the signed proposal must be emailed to** **lahoudh@nccommunitycolleges.edu** **by 5:00 pm on December 8, 2017. The original signed proposal must be received by the system office no later than close of business, December 13, 2017.**

Faxed copies will not be accepted.

Submit your proposal package to:

Dr. Hilmi Lahoud, Program Coordinator, Business Technologies

North Carolina Community College System Office

**U. S. Postal Address:** 5016 Mail Service Center

Raleigh, NC 27699-5016

**FedEx, UPS, et al. Address:** 200 West Jones Street

Raleigh, NC 27603-1379

In addition, send an electronic copy in PDF format to: lahoudh@nccommunitycolleges.edu

**Grant Proposal Review and Selection Process**

Each application, meeting the basic guidelines, will be evaluated by a panel of five or more individuals, including both System Office and college staff. Following the independent review of applications, the results will be scored by the review committee. Each one of the reviewers will recommend one proposal based on the highest number of points awarded by the reviewer. The college with the highest number of recommendations will be selected as the Resource College for the ESAP. In the event of a tie, the reviewers will discuss the proposals that have tied scores and submit a final recommendation. The review team reserves the right to request modifications to the selected proposal. In addition, the review team reserves the right to reject proposals that do not meet expectations.

**Proposed Timeline**

|  |  |
| --- | --- |
| November 20, 2017 | Release of RFP |
| December 8, 2017 | Proposal Submission Deadline |
| December 11, 2017  | Starting Date of the Review Process |
| December 18, 2017 | Ending Date of the Review Process |
| January 19, 2018 | Recommendation to the State Board for Action |
| January 22, 2018 | Notification to Grant Recipient |
| February 1, 2018 | Project Year Begins (Phase I) |
| March 16, 2018 | Recommendation to the State Board for Action (Phase II) |
| June 30, 2018 | Phase I -Project Completed |
| July 1, 2018  | Project Year Begins (Phase II) |
| June 30, 2019 | Phase II -Project Completed |

**Additional Information**

The RFP has been posted on the [NCCCS Requests for Proposal (RFPs)](http://www.nccommunitycolleges.edu/requests-proposal-rfps) at (<http://www.nccommunitycolleges.edu/requests-proposal-rfps>) website.

Questions about the RFP process may be directed to Dr. Hilmi Lahoud at (919) 807-7116 or lahoudh@nccommunitycolleges.edu.

**Attachment A**

**EMPLOYABILITY SKILLS ALIGNMENT PROJECT (ESAP)**

**2018-2019**

**CERTIFICATION PAGE**

**College:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:**  ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Extension: \_\_\_\_\_\_\_\_\_\_\_**

**E-mail Address:**  **Fax**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Institutional Certification:**

 agrees to serve as the (Community College Name)

Resource College for the Employability Skills Alignment Project.

We have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. The proposal stresses the professional development of instructors, curriculum development and involvement of appropriate industry representatives. The project will be managed by a part-time project coordinator. The college will prepare post-project evaluation materials. Furthermore, all expenditures will be in compliance with the grant requirements.

**Project Coordinator’s Name (please print or type):**  (Optional)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chief Academic Officer’s Name (please print or type):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Continuing Education Officer’s Name (please print or type):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Director of College and Career Readiness’ Name (please print or type):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**College President’s Name (please print or type):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment B**

**EMPLOYABILITY SKILLS ALIGNMENT PROJECT (ESAP)**

**2018-2019**

 **PROPOSED BUDGET**

**College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Line Item** | **Description** | **Projected Expenditures****2018-2019\*** |
|  1. 1-a. 1-b. 1-c. 1-d. 1-e. 1-f. 2. 2-a. 2-b. 3. 3-a. 3-b. 4. 5. 6. 7. 8. 8-a. 8-b. 9.10.10-a.10-b.11.12.\*\*13.\*\*14.14-a.14-b.15. | ***Coordination Costs***Salaries and BenefitsSalaries-CoordinationSalaries-Support ServicesRetirement ContributionsSocial Security ContributionsLongevity ContributionsHospitalization ContributionsTransportationIn-StateOut-of-StateSubsistenceIn-StateOut-of-StateOther Expenses-Employee EducationSupplies and MaterialsPostage***Curriculum/Materials Development***Contractual ServicesConsultantsTransportation Subsistence ***Faculty and Staff In-service Training***Contractual ServicesParticipantsTransportationSubsistenceWorkshop ExpensesSupplies and MaterialsPrinting***Other Costs***EquipmentPurchase/LeaseRepairsOther Expenses (Specify) |  |
|  | Total |  |

\* Colleges may add columns to show institutional support for any line items.

\*\* Items # 12 and 13 may be used for curriculum/materials development or faculty in-service training.

**Appendix A**

**EMPLOYABILITY SKILLS ALIGNMENT PROJECT**

 **(ESAP)**

**2018-2019**

**PROPOSAL REVIEW FORM**

***(Provided for Reference)***

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer's Name

Requirements: To be eligible to receive this grant, a college must meet the following criteria:

To be eligible to receive this grant, a college must meet the following criteria:

* College must demonstrate effectiveness and the capacity to develop a collaborative model for delivering employability skills training that includes Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education programs.
* Demonstrate a strong history of professional development for faculty and staff.
* Have evidence of activities that engage and show success in reaching special populations and encouraging students to pursue nontraditional fields when appropriate.
* Evidence of a history of engaging employers through active partnerships and has a strong relationship with the local Workforce Development Boards.
* College must demonstrate past effectiveness in managing grants, meeting grant timelines, and product deliverable expectations.
* A demonstrated capacity to manage the project’s budget, meetings, and travel arrangements for up to 75 participants.

*Note: Colleges demonstrating strong employer involvement with Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education, will be given special consideration for this project. Please include specifics of the college’s involvement within the proposal.*

**Program Alignment Project Standards**

The evaluation criteria listed below are to be used in evaluating the submitted proposals. Space is provided for recommendations and/or comments. Please use the following rating scale and circle the number indicating your rating beside each item:

1 - Not present in proposal

2 - Weak in concept, presentation, and/or planning

3 - Average in concept, presentation, and/or planning

4 - Above average in concept, presentation, and/or planning

5 - Outstanding in concept, well presented, and shows extensive planning

***Part I: Identification of Need/Emerging Issues (15 Points)***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 1 | 5 points | Clear explanation of issues and needs of employability skills occurring in the current college offerings. Indication of other colleges consulted. | 1 2 3 4 5 |
| 2 | 5 points | Emerging issues which will have an impact on the employability skills program offerings are identified and documented. These might include job market developments, advances in technology, new teaching and delivery methods, sociological or economic changes, changes in enrollment patterns, skills gap, and/or implementation of state or national educational initiatives. | 1 2 3 4 5 |
| 3 | 5 points | The stated mission for the project is clear and based on identified needs. | 1 2 3 4 5 |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Part II: Project Design and Implementation (25 Points)***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 4 | 5 points | The action plan is detailed, relates to the needs identified in Section I, and provides a realistic timetable.  | 1 2 3 4 5 |
| 5 | 5 points | The implementation plan is structured to allow faculty from other colleges to participate in refining the project design, goals, and activities and there is evidence that employers will be engaged in this process.  | 1 2 3 4 5 |
| 6 | 5 points | Appropriate faculty development activities are planned to provide training in employability skills content, instructional methodologies, and technology integration. Plans to include the involvement of the college's own faculty and staff in project activities are outlined. | 1 2 3 4 5 |
| 7 | 5 points | Plans for revision and/or development of employability skills materials are well-conceived and are related to the needs and issues identified in Section I. These activities involve faculty and staff from other colleges approved to offer the targeted curricula. | 1 2 3 4 5 |
| 8 | 5 points | The project design includes strategies for exploring the development of partnerships with appropriate agencies and employers, including the incorporation of WIOA-Title II and CTE/Perkins Act goals. | 1 2 3 4 5 |

Comments:

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***Part III: Outcomes/Project Evaluation (25 Points)***

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| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 9 | 10 points | Based on the project design, measurable anticipated outcomes of this project are included. Projected outcomes include activities and products such as faculty/staff training workshops; alignment and development of the employability related curricula across program offerings. | 1 2 3 4 5 |
| 10 | 10 points | Narrative includes projected long-term benefits of the project to the community college system in the following areas: curriculum curation, design, dissemination, and classroom instruction, business and industry needs, job placement, articulation, WIOA-Title II, and CTE/Perkins Act. | 1 2 3 4 5 |
| 11 | 5 points | Evaluation method(s) for project activities and outcomes is detailed. | 1 2 3 4 5 |

Comments:

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***Part IV: Leadership, Capacity, and Commitment (25 Points)***

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| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 12 | 7.5 points | Evidence provided to show the college has the capacity and commitment to launch, manage, and complete this statewide project within the grant period, including administrative support, oversight, coordination, and supervision. | 1 2 3 4 5 |
| 13 | 7.5 points | Evidence provided to show the college has implemented innovative strategies to enhance instruction and learning in the targeted area(s) and engage employers in this process | 1 2 3 4 5 |
| 14 | 5 points | Evidence provided of college’s efforts to develop collaborative projects across multiple program areas including Academic Programs, Career and Technical Education, College and Career Readiness, and Workforce Continuing Education.  | 1 2 3 4 5 |
| 15 | 5 points | The proposed Project Coordinator’s vitae/resume is attached and verifies the proposed coordinator's knowledge of the subject area and potential to lead a statewide project.***or***If the proposed coordinator has not been identified, a detailed description of the required qualifications for the coordinator is included.  | 1 2 3 4 5 |

Comments:

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***Part V: Budget (10 Points)***

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| ***Item #*** | ***Weight*** | ***Criteria*** | ***Rank*** |
| 15 | 2.5 points | Proposed budget and narrative indicate adequate planning to complete the identified project objectives and activities. | 1 2 3 4 5 |
| 16 | 2.5 points | Proposed budget is adequate to provide funding for at least one faculty/staff member from every college to participate in the activities of this project. | 1 2 3 4 5 |
| 17 | 2.5 points | Proposed budget has amounts stated in realistic proportions. | 1 2 3 4 5 |
| 18 | 2.5 points | Proposed budget conforms to budgeting guidelines in RFP and according to the NCCCS guidelines. | 1 2 3 4 5 |

Comments:

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**Overall Comments and Recommendations:**

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