



MEMORANDUM

TO: Interested Parties

FROM: Workforce Development Council of Seattle-King County

DATE: December 18, 2009

SUBJECT: RFQ #09-07 REQUEST FOR QUALIFICATIONS For
Limited English Proficient (LEP) Bridge Curricula Development and Delivery

The Workforce Development Council of Seattle-King County (WDC) is a nonprofit corporation whose mission is to support a strong economy and ensure the ability of each person to share in our region's prosperity. The WDC is a nonprofit workforce "think tank" and grant-making organization charged with overseeing a large system of employment and training in Seattle and King County. The WDC's mission is to ensure a strong workforce as well as a path to self-sufficiency for every resident. To learn more about the WDC, please visit the WDC website at www.seakingwdc.org.

BACKGROUND

The Workforce Development Council of Seattle-King County was recently awarded one of ten national Department of Labor grants to better serve older workers. Titled **Reinvesting in Older Workers (ROW)**, this grant will enable workforce partners to provide direct training and placement of older workers in high-growth, high demand industry sectors and expand the capacity of WorkSource to help older workers meet employment challenges by closing skill gaps and creating new career pathways.

ROW targets three populations of older workers who are 55 and over: individuals with disabilities, ex-offenders and individuals with limited English proficiency (LEP). Short term occupational skills training will be available in three sectors: health care, energy efficiency /green jobs and information technology, through courses provided by regional colleges with demonstrated experience. Additionally, interested ROW enrollees will be able to access entrepreneurial training in order to start their own businesses and/or take courses to increase or expand their Information and Communication Technology (ICT) skills. ROW enrollees do not have to be eligible for Workforce Investment Act (WIA) programs, but if they are eligible low income adults or Dislocated Workers and could benefit from services, they can be co-enrolled.

Recognizing both the life and work experience of ROW enrollees and the need for up-to-date training and skills, the WDC will invest in developing two curricula to bridge the gap between English language training and entry into sector specific courses in health care and emerging energy efficiency/green jobs. Educational models such as Washington State's IBEST and Thomas Sticht's Functional Context Education (FCE) clearly make the case that basic literacy, numeracy and English language skill acquisition can be successfully embedded into vocational/job skills training, "bridging" gaps that limit access. For adult learners, data shows

that rather than separating literacy development from content, skills are developed most efficiently and effectively while it's being applied in contextually relevant "real world" situations.

The WDC will award up to \$70,000 (in total) for the design and implementation of up to two (2) bridge curricula in up to two (2) demand sectors; health care and energy efficiency. Responses will be accepted for one or both bridge curricula from King County institutions of higher learning, which are welcome to apply individually or in partnership. Integrated models could include bridge curriculums that imbed literacy, or a design that involves both intensive preparation before course entry and embedded literacy development during the course. The curricula will be beta tested with ROW LEP participants during the summer 2010, then revised and delivered through Winter Quarter 2012. Following the training, some ROW enrollees will enter sector-related training programs of their choice. All bridge curricula delivery must be completed before Spring Quarter 2012.

Purpose and Target Populations

The purpose of this solicitation is to better serve job seekers 55 and over with targeted services designed for older workers with Limited English Proficiency (LEP). Ultimately, the development and delivery of these curricula should assure that LEP mature workers improve English language skills to 1) succeed in training (both traditional short-term courses and on the job) specific to health care and emerging energy efficiency/green jobs, and 2) succeed in finding and retaining employment. It is expected that ROW enrollees will choose short term or accelerated training programs because of employment needs.

Health Care:

Industry projections expect employment to increase in nursing and residential care facilities, at ambulatory health care services and in hospitals. The curriculum should be available in modules that articulate foundational content and skills for both allied health and nursing, educating ROW enrollees to make informed choices regarding entry into expedited training programs. This bridge curriculum should include exposure to basic medical terminology, understanding health-care career pathways and the parallel educational pathway requirements, such as records management and clinical skills.

Energy Efficiency/Green:

Job growth is expected most immediately in industries focused on energy efficiency (e.g. weatherization) and/or green technologies (e.g. solar energy/electric cars) effecting a wide range of industries such as manufacturing, construction, design and engineering. This bridge curriculum should focus on exposing LEP Older Workers to available training that will provide a foundation of energy efficiency knowledge, such as "green" renewable materials and weatherization techniques used by residential and commercial facilities managers.

Project Scope and Conditions

The curricula developed under this solicitation must meet the following criteria and elements:

- be developed, completed & beta tested with ROW LEP participants during Summer 2010, then revised for full implementation beginning Fall 2010.
- be delivered to a minimum of 135 LEP job seekers regularly between Fall Qtr 2010 and the end of Spring Qtr 2012. Some job seekers will be ROW enrollees, some won't.

- be delivered on more than one King County college campus during the grant period.
- include assessment such as:
 - pre and post testing to demonstrate English skill development.
 - testing other basic skills required for entry into skills training courses (e.g. Math).
- focus on development of English language speaking, reading and writing skills including English language tasks that simulate the future work environment.
- be portable and shared with other colleges interested in assisting LEP mature workers.
- be modularized to adapt to a variety of courses within the health care and energy sectors.
- be informed by prerequisite requirements representing multiple King County campus programs.
- materials should be developed at National Reporting System Educational Functioning Levels: ESL Level 3 (CASAS scores 191 – 210).
- incorporate student use of technology (internet searches, smart boards, smart phones).
- include career exploration and mapping for the appropriate sector.
- focus on contemporary skills connected to employer needs within the sector.

ELIGIBILITY

All public community and technical colleges in King County are eligible to apply for funding under this solicitation.

APPLICATION REQUIREMENTS

Institutions of higher education interested in this RFQ should respond using the following format:

Identifying information

Name of college, address, phone & fax number & web page URL (if applicable). Also include the name, title, phone and email address of the lead representative.

Program Design

1. Please describe the specific training/classes that will be created to meet the intent of this RFQ (curriculum, course work, intended learning outcomes, program length). Also describe any flexibility the program has in terms of schedule and instructional delivery.
2. Describe how the new curriculum will be developed and delivered including what departments will work together. Summarize the various partnerships and responsibilities on one campus and/or across campuses. If applicable, detail what has already been developed on campus(es) that bridges gaps for students within health care or energy efficiency courses, and describe how this grant will support completion and expansion.
3. For each LEP bridge curriculum included in the response, describe which college occupational training courses were targeted for successful completers of the curriculum (e.g. Health Care: NAC, Phlebotomy; Green Jobs: Property management, Sustainable Construction & Design, Energy Auditor).
4. Include a timeline and the planned number of students that can be served in the LEP bridge courses. Indicate how many total students could be served over the planned period of time for the RFQ (Fall

2010 through August 16, 2012). Also indicate how the curriculum will be used on more than one college campus.

- Using the table below, include a cost proposal/budget describing pertinent costs for curriculum development, beta testing and revision (one for each sector included in your response). Describe the pertinent costs for delivery of the curriculum including assessment, instruction, and student materials to be provided.

LEP BRIDGE PROJECT BUDGET

Training Provider: _____

Health Care _____

Energy/Green _____

| Budget Item | Amount |
|--------------------------------------|--------|
| Instructor/Staff | |
| Facilities | |
| Other Operational | |
| Tuition (if applicable) | |
| Student Books and Supplies | |
| Fees: Lab, Exam, Certification, etc. | |
| Indirect Costs @ XX% (If Applicable) | |
| Total Budget | |

Attachments

Please submit an outline and timeline describing the curriculum to be developed and the plan for delivery.

Please limit your response to no more than three (3) pages single spaced, per proposed LEP curriculum excluding the budget table and required outline. If you are interested in being considered as a potential developer and provider of LEP bridge curriculum described in this RFQ, please submit your materials to the WDC by **5:00 pm on Wednesday, January 20th, 2010.**

PROPOSAL SUBMISSION

Please send three (3) copies of your response in a sealed envelope to arrive no later than 5:00 pm, Wednesday, January 20, 2010 addressed to:

Tess Suarez RFQ #09-07
Workforce Development Council of Seattle-King County
2003 Western Avenue Suite 250
Seattle, WA 98121-2162

Late responses will not be considered and will be returned unopened. Questions may be emailed to operations@seakingwdc.org through Wednesday, January 13, 2010. No phone calls please.

The WDC makes no commitment to contract with training providers procured through this RFQ, but will consider utilizing providers selected through this RFQ for future needs on an as-needed basis. The selection process for this RFQ will be based upon quality of information provided, expertise in the subject matter, and cost effectiveness. No one area is weighted more than the others.

**The Workforce Development Council of Seattle-King County
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