



EAST REGION
ADULT EDUCATION
Education That Works



**REQUEST FOR
PROPOSALS** DATA AT WORK

October 2020

REQUEST FOR PROPOSALS

DATA AT WORK

Examining the relationships between data, challenges, and success in adult education to drive the design of scalable future interventions, and lay the groundwork for sustainable future impact

Introduction

In Spring and Summer 2019 East Region Adult Education Consortium task forces developed recommendations and activities to drive the consortium's three-year plan. Two particular challenges identified were that 1) data is currently insufficient to accurately track the flow of students throughout the consortium, and 2) student support/transition services cannot (yet) intentionally and intrusively support *all* students in realizing their college and career goals. Based on the strategic plan and challenges identified, the consortium's 2020/21 annual plan identifies action steps toward addressing the challenges identified and "making data work."

Background

East Region Adult Education Consortium (client) was originally established in response to the State of California's Assembly Bill 86 (AB 86), which was part of the 2013-14 state budget and called for the expansion and improvement of the provision of adult education through consortia fusing K-12 adult education and community college programs. Client is one of 71 state consortia and one of five consortia in the wider San Diego area and consists of Grossmont Union High School District (GUHSD), Grossmont-Cuyamaca Community College District (GCCCD), and Mountain Empire Unified. The geographic area includes the cities of La Mesa, El Cajon, Santee, Lemon Grove, Lakeside and unincorporated areas (referred to as "East Region"). Grossmont Union High and the Grossmont-Cuyamaca Community College District have benefitted from a rich history of collaboration and are committed to the principles of shared leadership in goal setting and the development of initiatives. With the passage of AB 104 Budget Bill, AB 86 began the transition from planning to implementation and became first the Adult Education Block Grant (AEBG), and then more recently the California Adult Education Program (CAEP). The change was significant, because it signifies a change in funding stream. CAEP is now a line item in the state's budget (and no longer a grant).

Following the guidelines established through AB 86 and AB 104, client focuses on five program areas:

1. Adult Basic Education/High School Diploma/High School Equivalency
2. English as a second language (including English toward citizenship)
3. Workforce Development
4. Adult Literacy Participation
5. Career Technical Education

For more information visit adultedworks.org.

Project Goals

In partnership with the consortium's leadership and management team and aligned with the consortium's goals and activities as defined in the Three-Year Comprehensive Plan, the project has the following key deliverables:

- **Understand existing tracking mechanisms** that measure student outcomes, including transition from one member agency to another.
- **Analyze and evaluate existing quantitative and qualitative data** to determine categories of challenges that adult learners have to overcome.
- **Find patterns** in the demographic data that alerts stakeholders that a given student might have one of these challenge categories.
- **Provide an analysis** of the strengths and weakness of current data collection.
- Map the **current student journey**, including entry and exit points and the definition of what is considered a "successful transition."
- **Explore** predicting learning activities and intrusive interventions via student characteristics
- **Pilot** at least one student transition model across the consortium in calendar year 2021.

Possible Methods to achieve these goals may include:

- Student Journey Mapping
- Document Analysis
 - Documentation from the Consortium regarding operating practices, goals, and infrastructure
 - Case notes from Transitions Specialists
 - Transition Maps designed by Transition Specialists and Students
- Best Practice Research
- Baseline Data Analysis
- Key Stakeholder Interviews

Project Framework and Stages

Given its breadth, ERAE intends to divide the research project into four phases:

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| Phase I | Develop the scope of work.
Develop a rigorous research plan. |
| Phase II | Determine categories of challenges and find patterns that alert stakeholders to challenges that a given student might have to overcome.
Prepare full research report on data sets. |
| Phase III | Outline the current student journey, including entry and exit points and the definition of what is considered a “successful transition.” |
| Phase IV | Explore predicting learning activities and intrusive interventions via student characteristics.
Pilot at least one student transition model across the consortium in calendar year 2021 |

Project Scope of Work

Phase I

January – March '21

- Understand existing tracking mechanisms that measure student outcomes, including transition from one
- Analyze and evaluate existing quantitative and qualitative data to determine categories of challenges that adult learners have to overcome
- Find patterns in the demographic data that alerts stakeholders that a given student might have one of these
- Provide an analysis of the strengths and weakness of current data collection.

Phase II

March/April '21

- Outline the current student journey, including entry and exit points and the definition of what is

Phase III

May – August '21

- Explore predicting learning activities and intrusive interventions via student characteristics
- Pilot at least one student transition model across the

Phase IV

TBD

- Evaluate the effectiveness of the adopted activities/model and develop recommendations for improvement

Submission

Proposals are due November 16, 2020. Only electronic proposals will be accepted.

The consultant shall submit the following as part of the proposal:

1. The consultant's qualifications and experience in conducting similar analyses. A CV of all personnel working on the project and their roles shall be included as an attachment.
2. The consultant's plan to execute the scope of work outlined in the Request for Proposal including additional analyses the consultant proposes to conduct.
3. A fixed price for the proposed work and deliverables.

Scoring

Proposals will be scored as follows:

The consultant's qualifications and experience.	25 points
The consultant's plan to execute the scope of work.	50 points
A fixed price for the proposed work and deliverables.	25 points

The three highest rated offerors will be selected for an interview.

Target Dates:

November 16, 2020	Proposals due
November 18, 2020	Interviews (web conference, Zoom, or phone)
December 1, 2020	Selected contractor notified
January 4, 2021	Contract period starts

If you have questions, please contact Ute Maschke, ERAE Manager at ute.maschke@gcccd.edu.

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