



Request for Proposal

Career Development Facilitator: Supplemental Training Series Development

Virtual Career Exploration and Development Training

Introduction/Background

Goodwill Industries International® (GII), made up of 166 independent nonprofit agencies in North America and 14 international affiliates, is a leader in workforce development and puts thousands of people to work each year. Our 2007-2011 strategic plan goal is to double the number of placements, resulting in over 300,000 placements annually in North America.

GII has been offering Career Development Facilitator (CDF) Training and Career Development Facilitator Instructor (CDFI) Training since 2001 to build the capacity of local Goodwill staff to help meet this strategic goal. While the use of technology is a competency within the current CDF curriculum, it is our plan to further enhance this material to reflect the most current assets available and teach professionals to use, and instruct customers to use, virtual career exploration and development tools. By building professional and customer competency in using existing and emerging virtual career exploration tools, we will equip both groups for a lifetime of career navigation.

Purpose

The purpose of this RFP is to engage an independent contractor who will develop a supplemental learning series on Virtual Career Exploration and Development (VCED) to consist of four (4) modules outlined under Scope of Work/Deliverables to be used to enhance the content identified by Goodwill staff in the current CDF curriculum to build professional and customer competency in using existing and emerging virtual career exploration and development tools.

The series will be flexible enough to serve as stand-alone training for professionals not pursuing a CDF credential.

Additionally, the material will be designed to enable CDF Instructors to present the training face-to-face and via Webinar with synchronous design modifications to Career Development Facilitators and other staff providing career development services.

Target Audience

The primary target audience for this training is Career Development Facilitator instructors who will deliver it to career development professionals.

The secondary audience is program participants who will benefit from the training and a customer guide, "Creating a Lifelong Career Plan".

Scope of Work/Deliverables

The selected independent contractor will be responsible for the development of the VCED Series, consisting of the following modules, in coordination with the GII project leads Janet Marinaccio and Susan Gabriel:

- Developing Digital Literacy Skills
- Introduction to Virtual Career Development
- Virtual Career Development Resources
- Creating the Lifelong Career Plan
 - This module will include a customer guide geared to individuals who comprise local Goodwill client populations. This guide is intended to provide guidance and recommendations to assist them in continuing the life long career planning process.

Each module will follow the format used in the GII CDF curriculum, and include:

- PowerPoints
- Instructor Manual

- Student Manual; including supplemental training materials (worksheets, checklists, handouts, etc),

Additionally, the contractor will:

- Develop one set of instructor guidelines (1-2 pages) with tips and suggestions for modifying activities, lesson format, delivery, and suggestions on ways to accommodate special needs of participants, including but not limited to, those with disabilities and limited English proficiency.
- Development of an assessment for each lesson (minimum 10 questions using a variety of question formats utilizing a variety of styles, including true/false, matching, and fill-in-the-blank) to measure student learning
- Conduct Webinar run-throughs w/GII staff (which then will be piloted by GII staff)
- Complete post-pilot edits, as identified through piloted webinars

Attachment A provides a description, outline and objectives for the proposed modules. We expect that each module will consist of more than one lesson. The vendor is expected to offer additional content for consideration and may propose an alternative to the way the modules have been aligned. Each class (Webinar or face to face class time) should be limited to no more than 90 minutes.

Materials will be developed by consultant subject matter expert and reviewed by GII staff and will be consistent with the quality, tone and format of the current CDF curriculum. A sample from the current CDF Instructor Manual, Student Manual and slides are included in Attachment B.

Other Duties

Consultant will:

Warrant he/she has all the rights and permission to use all graphics or photos included in products pursuant to this agreement. Consultant indemnifies GII from any third-party claim arising from infringement or other lack of permission.

Goodwill Industries International (GII) will provide:

Internal subject matter expert(s) as a point of contact for:

- Content validation;
- Additional resources;
- Facilitation/resolution of any issues that may arise; and
- Final sign-off on all deliverables.

Bidder Capabilities

Bidders submitting proposals must demonstrate proven knowledge of instructional design, curriculum development; have experience developing training materials for the target audience (workforce development staff) and a demonstrated ability to deliver quality materials promptly. Familiarity with Goodwill Industries preferred. CDF Instructor credential a plus.

Timeframe/Critical Dates

The bidder must be able to begin work no later than August 1, 2010 and complete the content for all four modules by October 29, 2010. Each module will be reviewed by GII within one week of completion so edits and corrections may be made promptly.

Cost Limitations

The maximum value of the contract is forty-thousand dollars (\$40,000). Funds are for winning bidder's development of curriculum content and materials only and does not cover travel, transportation, accommodations, meals, or other unrelated costs.

Non-disclosure

All information presented in this RFP and accompanying materials are to be considered strictly confidential and remain the sole property of Goodwill Industries International.

Proposal Format

Bidders should include the following in their proposal:

- Bidder Contact Information
- Bidder Qualifications

- Organizational history and experience with performing tasks as described in the scope of services.
- Describe specific ability to provide this service, including ability to develop instructional materials for use in workforce development and addressing needs of specific populations
- Outcomes of prior similar work
- Client list/references (contact name, number)
- Resume of bidder/staff who will perform work

Project description/approach

- Summary of module content, include unique or innovative elements of your proposal
- Describe how new materials will be aligned with existing content
- Describe anticipated development process and revision cycles
- Provide a table of deliverables with timeline addressing all deliverables

Cost Proposal

Please provide a project budget, broken down by cost per module by major activities and anticipate amount of time for each e.g.: development of content, creation of collateral materials, and revision/review.

Proposal Submittal/Due Date & Time

Proposals should be submitted electronically to Susan Gabriel, Education Program Specialist (susan.gabriel@goodwill.org) and Janet Marinaccio, National Workforce Development Consultant (janet.marinaccio@goodwill.org) by 5:00 pm EST June 22, 2010.

Selection Criteria

The bidder that is selected to complete this contract will be selected based on the following criteria:

- Subject matter expertise in virtual career exploration and development
- Previous similar experience
- Ability to meet schedule requirements
- Feasibility of cost proposal

The selected bidder will be notified by June 25, 2010 at which time a contract will be prepared. Work will begin upon final execution of the contract (typically 3-4 weeks).

Potential Learning Objectives and Content for Virtual Career Exploration and Development Modules

Introduction: Since the 1990s personal computers (PC) have gained exponential prominence in our lives and work. Today, many people have computers in their homes and as many as 90 percent of jobs require some level of computer literacy. In addition to PCs we have seen the development of cell phone technology that includes text messaging and internet capabilities. We now can connect with friends, shop, look for a job and even get an education online. While this “virtual” world creates a great convenience for many of us, it leaves a significant portion of our society in the so called “digital divide.” The digital divide is created when individuals lack not only access, but also literacy in use of electronic resources. Individuals who don’t have the resources to access technology are at a supreme disadvantage, especially in the labor market.

This training series is intended to teach the Goodwill career development professional –many of whom may be certified as Global Career Development Facilitators (GCDFs) – ways to ensure that the people they serve develop the skills needed to keep up in this competitive marketplace. The curriculum is divided into four modules that take the career development professional through a process to identify and assimilate ways to work with program participants to use these tools as a part of their career development process, from identification of available resources, coaching program participants in their use, developing the participants’ digital literacy skills and, finally, integrating results into the individual’s career plan.

This training series is designed for flexible application:

- (a) As a supplement to the current Career Development Facilitator (CDF) curriculum for those pursuing a GCDF certification, and
- (b) As a stand-alone series to build competencies of staff not pursuing a GCDF certification.

Relevant CDF competencies are cross-referenced with each module. See reference at end of document for a description of each competency.

Module 1- Developing Digital Literacy Skills for Those We Serve

Description: This module provides specific guidance on how to close the digital divide that is created when individuals are unable to build even the most basic skills and competencies related to use of technology due to a lack of access.

Objectives: After career development professionals complete this module they will be able to assess the technological skills of our customers and determine appropriate support needed for customers to build competency in using existing and emerging virtual career exploration and development tools. Specifically, they will be able to:

- Explain why digital literacy is a critical skill for not only the 21st Century job seeker, but also the 21st Century worker
- Assess participant skill level and be able to refer them to resources for competency development
- Demonstrate specific digital literacy tools and their use to program participants:
 - o GCDF Learn Free
 - o Goodwill Works
- Propose methods to use resources to help participants develop digital literacy and a plan to

build career related technology competencies

Content Source: GoodwillWorks-Digital Literacy module
GCFLearnFree- Getting Started Series (online)

Related CDF Competencies: 1, 8, 11

Module 2- Introduction to Virtual Career Exploration and Development Tools

Description: This module will provide the learner with an overview of virtual career exploration and development (VCED), giving an historical perspective on the increasing usage of virtual tools (from email to social networking) and why it is important to teach our program participants to use them. Further, it will help the professional to identify and select appropriate VCED resources.

Objectives: After career development professionals complete this module, they will be able to understand and use computer-based systems, websites and tools to help clients with career choices, training and education and career planning. Specifically they will be able to:

1. Clearly identify the barriers experienced by program participants as a result of not having access to virtual resources as a part of their career development
2. State the benefits of using computers to help clients with making career choices and developing career plans
3. Explain the ways a career development professional can effectively support the use of computer technology with clients
4. Describe the characteristics of three different types (assessment only, career information systems and career planning systems) of computer based systems and websites
5. Describe how to become knowledgeable about career-related computer based systems or websites
6. Distinguish criteria for selecting computer based systems for their Goodwill
7. Synthesize relevant research studies and articulate the most effective ways to use computer based systems with clients
8. Illustrate five important conditions (accessibility, operates effectively and efficiently, support is available, use of software is part of a planned program, and career development professional are thoroughly trained in its use) to ensure the effective use of computer based systems and websites with clients
9. Summarize three ways (effectiveness, appropriateness for audience, usability) of a computer based system in which a career development professional might help with the evaluation

Possible Sources: Chapter 7 NCDA Student and Instructor Guide

Possible tools: process map / checklist for review of computer based tools

Related CDF Competencies: 1, 9, 11

Module 3- Virtual and Computer-Based Career Development Resources

Description: This module walks the learner through specific computer-based career development resources (how to identify, find and use them). It will also teach the career development professional ways to create the most effective learning environment for program participants and address barriers to successful usage of these resources.

Learners will be encouraged to identify local computer-based systems (such as state labor market resources) as well as other tools not covered in this module that may be beneficial to their participants.

Objectives: After career development professionals complete this module, they will be able to identify a high-quality computer based system, website or tool and prepare a client regarding its application. Specifically they will be able to

- Define what is meant by computer-assisted resources (software, websites, distance learning, online job applications, etc).
- List steps in the career development professional's role for preparing clients to access computer-based tools
- Demonstrate how to conduct key word searches to locate appropriate computer based tools and instruct clients in the same
- Recognize and articulate the use of at least two online tools in each of the following areas:
 - Assessments
 - Labor Market information
 - Resume preparation(e.g. Monster)/Online job application
 - Job Search and Networking
 - Education and Training Opportunities (distance learning, GED, skills development both web and local-computer based)
 - Financial Aid assistance (for education and training)
 - Employer research and access to job openings
 - Career Portfolio/lifetime career profile
- Summarize how to find the appropriate balance between high-tech and high-touch face to face approaches to career guidance, based on individual participant need
- Describe techniques to reinforce and empower the individual to use life long career navigation skills
- Formulate methods for addressing barriers to accessing computer based tools, such as low literacy, limited English proficiency, and disabilities that may affect ability to effectively access to these tools

Possible Sources: The US Dept of Labor's Tools for America's Job Seeker Challenge and others identified in "A National Approach to Career Navigation for Working Learners."

Possible websites: O'Net, America's Career InfoNet, careeronestop (Pathways to Career Success), Bureau of Labor Statistics

Possible tools: Decision tree for selecting appropriate tools for individual.

Resource Lists: Compile resource list of tools used by local Goodwills (e.g.: Choices, Mavis Beacon, WinWay) as well as list of key adaptive technologies to be familiar with (CCTV, ZoomText, Dragon Naturally Speaking, etc)

Related CDF Competencies: 1, 2, 3, 4, 7, 8, 11

Module 4- How to Support Participants in Developing a Life Long Individual Career Plan

Description: The previous module introduced the learner to various tools to provide the program participant with detailed information to help them decide on a career path (from identifying interests and aptitudes through assessments, to validating occupational opportunities through labor market information and identifying educational requirements to enter and advance in the field. This module focuses on helping the career development professional work with the program participant to link their VCED activities to their individual career plan (ICP).

Objectives: After career development professionals complete this module they will be able to integrate the use of computer based career development tools into the individual career planning process by providing efficient, streamlined services, fully utilizing virtual tools. Specifically they will be able to

- Express ways to provide information to program participants on locating and understanding the use of virtual career navigation tools as a part of the life long career planning process
- Practice ways to assist clients to integrate VCED information with their own work experiences to create a coherent career path
- Summarize ways to use virtual tools to track progress and ensure continuity of service
- Formulate strategies to support customers in virtually researching specific community

- resources and programs that will bolster achievement of their career goals
- Assist the participant to apply the information collected through the career exploration process to their individual career plan

Possible content sources: DOL career competency models in O'Net, concepts of sector employment, career mapping and lattices

Possible tools: Health career diagram in Making Job Placements that Stick

Related CDF Competencies: 1, 2, 8, 11

Note: *This module will include development of a Customer Guide for program participants, "Introduction to Virtual Career Exploration and Development". Customers will be able to use this guide to develop, modify and continually update their own career plans and to assist them in making future career decisions.*

Reference: Career Development Competencies addressed by the NCDA CDF Curriculum

1. **Helping Skills** - Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. **Labor Market Information and Resources** - Understand labor market and occupational information and trends. Be able to use current resources.
3. **Assessment** - Comprehend and use (*under supervision*) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served.
4. **Diverse Populations** - Recognize special needs of various groups and adapt services to meet their needs.
5. **Ethical and Legal Issues** - Follow the CDF code of ethics and know current legislative regulations.
6. **Career Development Models** - Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background.
7. **Employability Skills** - Know job search strategies and placement techniques, especially in working with specific groups.
8. **Training Clients and Peers** - Prepare and develop materials for training programs and presentations.
9. **Program Management/Implementation** - Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. **Promotion and Public Relations** - Market and promote career development programs with staff and supervisors.
11. **Technology** - Comprehend and use career development computer applications.
12. **Consultation** - Accept suggestions for performance improvement from consultants or supervisors.



Module 3: Search

Career Development Facilitator Training

In this Module:

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Instructor Preparation and Materials Guide: To Do In Advance

- Bring any additional forms or resources from your Goodwill office to share with the group. Bring electronic as well hard copies to hand out.
- If possible, arrange for the class to observe a local BAC meeting.
- Acquire from GII the video, “How BAC Works” (optional).
- Acquire from GII the video “Putting the Bars Behind You.”
- Find and bring examples of Picture Books and Fact Sheets (or be able to access them on the Internet during the class).
- Bring additional employer contact sheets to compare with the one in the Student Guide (optional).
- Arrange for a guest speaker — an employer who has a good relationship with Goodwill. Ask the speaker to talk about how they got into partnership with Goodwill and the benefits of the partnership.
- Ask students to bring their own résumés (and portfolios, if they have them) to class.
- Collect classified job ads from local newspapers to use as examples and in exercises.
- Arrange visits to, or guest speakers from, employment agencies, job fairs, a job club, or other job search strategies (optional).

Overview (30 min.)

Objectives

- Describe lessons within the module.
- Establish expectations for the module.



Display slide 1

INTRODUCE Module 3 with slide #1 that shows a picture of someone juggling the tasks of a job search: meeting with people, searching the Internet, talking on the telephone, reviewing résumés, interviewing, and identifying the candidate's strengths and needs. It is tiring work, both for the client and for the CDF who is supporting the client at this phase.



Display slide 2

REVIEW the lessons in this module. The focus is on the specific activities a client engages in during the job search.

Lesson 1: Working with Employers (4.5 hours)

Lesson Objectives

- Market Goodwill's services to employers.
- Conduct job analysis.
- Match clients to existing jobs.
- Work with employers to carve jobs.
- Plan for job retention.



Display slide 3

Lesson Overview

Part A. Marketing Goodwill Services to Employers (1.0 hour)

Part B. Guest Speaker (45 min.)

Part C. Engaging Strategies (30 min.)

Part D. Overview of Job Analysis (45 min hour)

Part E. Job Carving (30 min.)

Part F. Job Retention (45 min.)

Part G. Themes (15 min.)

EXPLAIN that previous modules focused on self-assessment (Discover) and development (Build). The insights gained from these phases of working with clients are used to match clients to jobs, which will be discussed later in this module. But first we will focus on the important task of finding and working with employers.

Part A: Marketing Goodwill Services to Employers (1.0 hour)

EXPLAIN that job development requires building relationships, asking for advice, and using connections. Goodwill members work closely with businesses and government agencies to create career training and employment programs that reflect the needs of the community and local employers, and anticipate labor market trends.

REMIND students of our work in Module 2 regarding features vs. benefits.

EXPLAIN that the key to successfully working with employers is having something of value that will benefit them directly. Employers need to see how the services Goodwill offers will make their organizations successful. Read each of the following statements, and ask students how each can benefit employers:

- Recruiting candidates to fill vacancies. (Possible answer: saves employer advertising costs.)
- Pre-screening applicants to fill vacancies. (Possible answer: saves employer screening costs.)
- Helping employers inform existing employees about services such as subsidized childcare. (Possible answer: helps with employee retention.)
- Offering services to or linking with agencies that offer tax credits or training grants. (Possible answer: saves employers money.)
- Offering services to or linking with agencies that provide wage subsidies to offset costs of additional training for someone otherwise not qualified for the position. (Possible answer: saves employer training or wage dollars.)
- Customizing training for staff in “soft skills” such as communication, team building, problem solving, conflict resolution. (Possible answer: saves employer training costs, improves employee productivity.)
- Customizing training or linking with other agencies for academic remediation and/or computer application skills. (Possible answer: saves employer training costs.)
- Providing general retention services for new employees. (Possible answer: saves employer recruiting and hiring costs due to turnover.)

EXPLAIN to students that when meeting with employers, CDFs conduct a general assessment of the skills that are required for the job and the work environment, and then screen potential candidates before setting up an interview. Large employers and communities with jobs concentrated in a specific industry often find that their need for qualified employees outpaces their ability to hire pre-trained individuals from within the community. To meet the need for a steady supply of candidates, Goodwill CDFs may work with the employer to develop a training program focusing on the specific skills that are required to perform the job.

Many employers who are interested in hiring people with disabilities or other special needs, consult Goodwill about how to help individuals adjust to the workplace and perform their jobs effectively. Typical workplace accommodations include minor modifications to job responsibilities, flexible workplace policies, or assistive technology devices that help individuals overcome visual, hearing, cognitive and mobility impairments. Because each individual and work environment is unique, Goodwill CDFs may visit the employee and employer onsite before making recommendations.



CONDUCT EXERCISE: Evaluate web sites.

1. **ASK** students to put themselves in the role of local employers (list some specific employers, if possible). Create a checklist of services the employers would like Goodwill to provide, and a checklist of features a local Goodwill web site should have.

2. **DIRECT** students to log on to one or more local Goodwill web sites. This can be accomplished by typing “Goodwill Industries” into the search engine. Ask the students to evaluate the web site(s) using the checklist they just created.
3. **DISCUSS** effective features of the web site(s). What services are attractive?
4. **DISCUSS** what could be improved, both in terms of services provided and how they are presented on the web site(s).

EXPLAIN that in addition to building a network of employers, it is critical to form on-going partnerships. One important way to accomplish this is by establishing a Business Advisory council (BAC).



Display slides 4–11

REVIEW the benefits of Community and Business Advisory Councils (BAC). A BAC is a volunteer group, composed primarily of individuals from outside the workforce development profession, who advise and assist workforce professionals in the establishment and maintenance of sound employment and training programs, based on the employment needs of the local community. Many Goodwills have a BAC or other advisory groups that provide guidance with certain programs. The latest Marketing Detective study points to three needs for establishing these advisory boards:

- Responding to changing demographic needs.
- Leveraging technical expertise.
- Addressing unmet organizational needs.

A BAC is not:

- A board of directors (policy vs. advisory).
- A fundraising committee.
- A placement agency.
- A Workforce Investment Board (WIB).
- A showpiece or a grant obligation (i.e., “use or lose” grant money).

The role of the BAC is to:

- Bring the reality of the work world to the workforce development process.
- Keep training up-to-date to meet industry requirements and employment trends.
- Ensure qualified students are properly placed in competitive jobs.