

# SWP REGIONAL PROJECT UPDATE

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## L.A. Strategy Innovation Marketing (LA SIM) Report

February 24, 2020



COMMUNITY COLLEGES  
OF LOS ANGELES

**Section I. Report Overview**

This report accompanies the request for executed vendor contacts for Strong Workforce Program (SWP) Marketing Project from Rancho Santiago Community College District (RSCCD) to Santa Monica Community College District (SMCCD). SWP program years are 30 months in length and therefore overlap in terms of activities and performance. The program years under review include 2016-17 (Round 1), 2017-18 (Round 2.1), and 2018-19 (Round 2.2). Note that the current program year (2018-19 Round 2.2) does not end until December 2020.

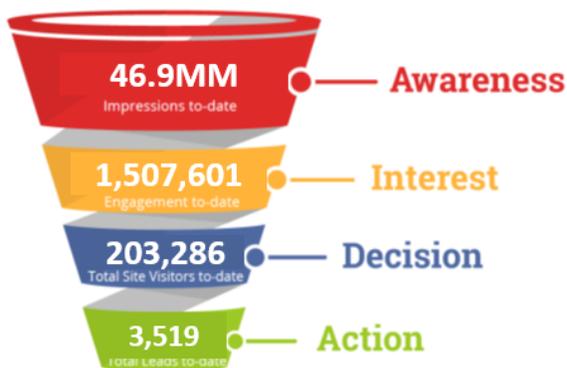
As the CEO Marketing Sub-Committee, on behalf of the LAOCRC Governance Council reviews and analyzes the regional Strong Workforce investments made in ‘marketing’ over the past 3 years, it is important to consider the political, organizational, and economic context in which decision-making occurred to date. Simply reviewing the executed contracts and scopes of work from program years 2016-2020 in isolation, is not enough information for the CEO Marketing Sub-Committee to draw conclusions. Additionally, the analysis of contracts through the myopic lens of a key performance indicator (KPI) does not provide the CEO’s with what is likely at the heart of this review and what the committee hopes to glean: *Did we do what we said we were going to do? How have investments been made and why? Are they working? How do we know?*

The answer is a resounding YES for all performance years under review.

**EXECUTIVE SUMMARY – ALL MARKETING**  
**10/15/19-2/20/2020**

Month	Budget	Impressions	CCLA.com site visits	Leads	Transferred Leads
<b>Overall</b>	<b>Total: \$600,278.23</b>	<b>Total: 46.9MM</b>	<b>203,286</b>	<b>3,519</b>	<b>756</b>

\* As of 2/20/2020



**AWARENESS**  
Impressions of our advertisements raises initial brand awareness and presents our 19 Community Colleges as top-of-mind choices for potential students.

**INTEREST**  
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**DECISION**  
While the decision process is not limited to clicks from an ad, a good indicator of consideration is the total visits to our site.

**ACTION**  
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In addition to providing RSCCD with executed vendor contracts, it was requested that the project lead provide the CEO Marketing Sub-Committee following information:

- *What indicators are incorporated into the marketing plan that measure the impact to enrollment?*
- *What is the strategy to promote career ladders to prospective students (especially for those entry-level occupations whose earnings are below living wage)?*

This multi-year, multi-million dollar project to design, launch, and develop the first-ever, digital marketing campaign of one of the nation’s largest, higher education ‘systems’ is dynamic, with many moving parts. A comprehensive narrative must accompany a response to these questions, to contextualize the far reaching impact of the project. As such, this report is organized in the following format:

- Section I. Report Overview
- Section II. Project Overview – Round 1, 2.1 & 2.2 - LA Strategy Innovation Marketing
- Section III. Key Performance Indicators- CCLA Campaign reports
- Section IV. Career Ladder Strategy – Manifesto <https://youtu.be/XzylYgomm74>
- Section V. 2016-2020 Marketing Vendor SOW & Deliverables

## **Section II. Project Overview Round 1, 2.1 & 2.2**

Round 1. In order to understand the rationale behind investments made, it is important to understand the historical, organizational, and economic context in which decision making for this project occurred. There was little structure and staff to leverage a massive media campaign. There was little direction from the Governance Council besides “turn on marketing” for the LA 19 community colleges. SWP Round 1 funding helped build the foundation from which a world class marketing campaign could launch. There were several challenges to overcome.

With economic development agencies we sought more customized business intelligence such as emerging *middle-skill* high growth occupations and sectors, including knowledge skills and abilities (KSA’s) needed for those jobs.

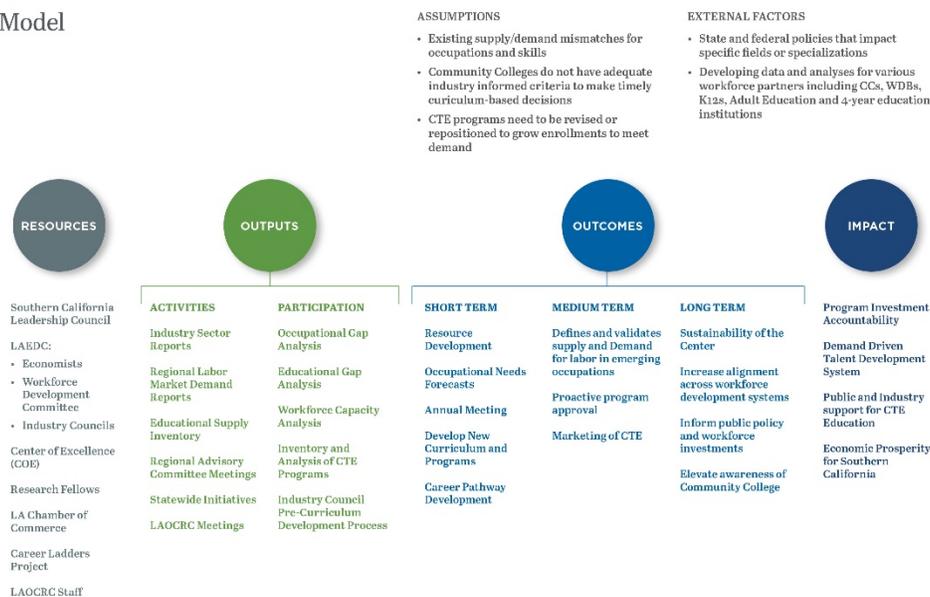
### **Strong Workforce Taskforce Recommendations**

The statewide SWP Taskforce was assembled, and in 2016, the local and regional funding followed. The LAEDC, the L.A. Area Chamber of Commerce, and the Southern California Leadership Council were all strong policy advocates for the SWP funding (\$250 million new and on-going funding for CTE). They represented LA businesses on the Strong Workforce Taskforce and participated in drafting the SWP Recommendations. Therefore, it seemed a reasonable expectation that the LA Regional share would include services by the LAEDC and the L.A. Area Chamber of Commerce. The 25 SWP Recommendations are legislative reform efforts that are required to be addressed with SWP funding. The LAEDC and the LA Chamber had the unique capacity to assist colleges in many areas where capacity building was necessary for us.

Thus, the idea of a workforce-education research center, jointly funded, and co-located was developed. This became the Center for a Competitive Workforce (CCW), with the expectation that the community colleges of Los Angeles would develop the talent development pipeline that economists cited were desperately needed to keep the Los Angeles economy growing and competitive. In turn, the LAEDC and the LA Chamber would use their vast communication arms to *market* and promote our career education programs to business and industry as never before (as traditionally they promoted the CSU's and other universities). Further, they would help connect our faculty with businesses to co-create emerging programming.



### Center Logic Model



Link:

[Center Logic Model](#)

A voluntary advisory council of deans (still active) representative of the LA-19 colleges was assembled to research the marketing direction LA would take and participate in the selection of vendors that would eventually brand and market the LA-19 community colleges. Our research revealed that the educational, landscape was becoming increasingly competitive and complex, and reversing declining enrollment trends would not be as simple as advertising our programs and social media marketing. Limited capacity and funding provided for marketing in Round 1 (approx. \$500,000) was insufficient for a far-reaching campaign. Thus, to grow awareness, and eventually enrollments, the committee decided to direct 'marketing' to the business community by contracting with the LA Chamber and LAEDC to promote the LA 19's CTE programs to their memberships.

*Mt. SAC (COE) was funded out of Round 1 for regional marketing to build a website, hire consultants and begin social media marketing of LA-19 CTE programs.*

The most significant challenges facing the regional marketing project and funding, in relation to SWP metrics, is that marketing and communications efforts cannot be directly linked to enrollment metrics. Rather, internal and external outreach and communication indirectly affect these outcomes by creating and increasing awareness of the individual college programs, the breadth and impact of the regional colleges as a collective, and delivering information and data to myriad decision makers and influencers. Collectively, the efforts of vendors such as LAEDC and contractor Richard Verches have effectively delivered messages locally, regionally, and statewide; increasing the visibility of the Los Angeles colleges via the work of the Center for a Competitive Workforce (CCW).



### **Round 2.1 and 2.2 Los Angeles Strategy, Innovation and Marketing (LA SIM).**

The methodology outlined in the regionally approved plan mirrors the methodology used by large companies to grow and protect their brands. In recent years, for-profit schools and market driven non-profits have adopted this model to grow market share in education. To compete in the education landscape, community colleges need to include strategy and innovation in addition to

advertising (marketing). Consumer attention over the past decade towards digital platforms has transformed the marketing and the advertising industry. For the first time, spending on digital advertising will surpass traditional channels such as print, radio, and TV in the year ahead. But marketing in a digital world is not just ‘digital marketing.’ It’s much more. It is powered by data, scaled by automation, and optimized by analytics. And the customer (students) is at the center of that constellation.

### **LAEDC & McKinsey & Co**

*LA Area Community Colleges at a Crossroads: A Market Assessment & Call to Action*”, which summarized their findings. The report macro market trends impacting the current educational landscape (e.g., demographics, capital-labor substitution-automation, marketplace competition), and provides a “plan of action” with interventions, enabling actions and other considerations to contend with these trends, to manage impending competitive pressures (and other threats) and to exploit the opportunities presented by these trends and pressures. The report highlights a multitude of reasons for the current decline in enrollment, but emphasizes that a main driver can be linked to consumer preferences relating to the actual educational “product”, including course content and delivery.

Research Worldwide (LRW) and BrandIQ will be important to understand and uncover the “whys” behind student decision making. Brands use this type of research to uncover student centered solutions to help the brand reposition and attract students back to the brand.

Link: [LAEDC Crossroads Report](#)

### **Consumer-Behavior Market Research – Lieberman Research Worldwide (LRW)**

Extensive market research was performed by the globally recognized firm of Lieberman Research Worldwide (LRW). Beginning in March of 2019, LRW utilized both qualitative and quantitative methodologies to scan Los Angeles County’s targeted population to produce comprehensive consumer reports. These reports relayed how and why learners make “buying” decisions, and identified key segments that the regional social media campaign should design messaging and social media marketing funnels around. The findings were then shared with Collier Simon, the social creative firm responsible for designing the regional brand and social media content, as well as Blackboard, the firm responsible for developing the search optimization infrastructure and centralized call center to maximize and capture new leads. Four comprehensive reports and multiple updates have been delivered.



## Brand IQ

To address the need for the colleges to develop more programming aligned with what the buyer of education is looking for, faculty champions of innovation throughout the region, worked with BrandIQ (as facilitator) to organize convenings of Academic Senate Presidents and Senate faculty, General Education, and CE leaders. The convenings communicated the LA SIM objectives, shared the outcomes and insights from the research and marketing investments being made on their behalf, and encouraged a collective LA19 effort to solve challenges and develop strategies to help fulfill the Vision for Success. LA19 faculty leaders see much value in a student-centered marketing of CE programs under one large, multi-million dollar campaign. Faculty leaders (CE AND GE) from 15 colleges have developed a conceptual idea to provide the sustained support that the faculty need to develop market-relevant curriculum, and build the collaborative networks needed to identify, test, spread and scale successful local and regional programs across the 19 colleges.

BrandIQ produced four comprehensive reports in the area of product/service trends and innovation in the educational landscape. They have also produced tool-kits to support implementation.

### **CCLA Website and Lead Capture & Transfer:**

The regional marketing campaign has addressed the need to create a centralized point of reference (website) and contact (call center) to capture prospective learners once their interest was piqued. The competitive analysis report revealed that to “capture and convert” a prospective buyer of education into a student, there needs to be a precise pathway, in real-time, to next steps that addresses their pain and/or passion-points. Blackboard, the nationally recognized firm for building tech platforms for educational institutions, developed the CCLA.com microsite to link with the social media ads. The website, which also launched on October 10th of 2019, provides more information about programs at each college, and immediate access to support, 24-7, via a call center administered by Blackboard. Blackboard qualifies the needs and interests of the prospect, and transfers the leads to the appropriate college(s). Blackboard provides a monthly report on leads, conversions, and transfer to local colleges.

## **Section III. Key Performance Indicators**

### **Key Performance Indicators (KPI's)**

Key performance indicators and how performance is measured (success metrics) were established during the implementation period before the campaign launched. This link to a report details the primary measures (leads, applications, and enrollments), which includes lead projection for the year and the percentage of those expected to move down the funnel.

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Since Blackboard does not receive application or enrollment data back from the colleges, they aren't able to fully measure progress to the primary goals. However, if we could acquire overall year over year data from each location, it would offer valuable insights on any effect from the campaigns.

High-level primary measures aside, several KPI's on both the marketing and call center side ensure services are performing well. Given the numerous data points available, we focus on three of the more important measurements: Conversion rate, cost-per-lead, and contact rate.

Moving forward, CCLA will model how the OC campaign is tracking enrollment by partnering with the COE to collect and provide enrollment data across the LA-19. As the campaign launched roughly 120 days ago, we don't have semester-over-semester nor, year-over-year data just yet.

The below link will access a KPI review with key points and some additional metrics for context.

[KPI Review 2.21.20](#)

**Section IV. Career Ladder Strategy – Manifesto** <https://youtu.be/XzylYgomm74>

Targeting career builders for the CCAL Colleges is a strategy embedded throughout the campaign. The manifesto video still in draft form captures this sentiment. (Click manifesto link above) Every picture and video sends this message. A stockpile of social media assets to capture the hearts and attention of our targeted diverse communities. The website and social media campaign launched on October 10<sup>th</sup>, 2019, and Collier Simon has provided monthly reports on social media with significant presence on Facebook, Instagram, and YouTube. Performance metrics have been provided monthly and shared with colleges in the region. The CCLA campaign has been an instant success in terms of people viewing the advertising and visits to the new CCLA website.

### **CCLA (California Community Colleges of LA) Brand & Messaging:**

Keeping in mind that the brand and messaging had to “stand out” in a highly competitive educational landscape, CoSi tested many names with students that they felt most positively represented all 19 Los Angeles area community colleges (LA19). Community Colleges of Los Angeles (CCLA) was selected. Complete with a collegiate emblem to elevate the perception of community colleges, a comprehensive digital campaign was designed.

The ads have at best 6 seconds in front of a prospective student. Meaning our goal is to get their attention and get them to request more information. This means the messaging has to stay really simple like our top performing ads “LA needs Welders,” “Take the First Step in Your Career,” and “Free College.” When a student gets to the college level, that’s when they are ready to learn about career laddering, not at the mass market level (Facebook, Instagram, YouTube etc). The ad messaging is based on market research about what matters to students. In addition, only ads that students engage with frequently continue to be served by social media advertising. In essence the algorithm promotes ads that people like based on what they engage with on Facebook and Instagram. Top performing ads focus on what students told us matters to them: free college, jobs in demand, and positioning the colleges as an easy place to start exploring their passions/careers.

[www.facebook.com/goccla](http://www.facebook.com/goccla)

[www.instagram.com/goccla](http://www.instagram.com/goccla)

[www.ccla.com](http://www.ccla.com)

<https://youtu.be/XzylYgomm74>

Solutions that improve the onboarding process, registration process and advising process can help increase the ROI on marketing. Brands that have “hassle free registration,” “academic coaches on standby,” and other “process” related marketing claims have an advantage when marketing to prospective students. These claims appeal to prospective students when promoting programs in mass market channels. For marketing to compete with these “mass market” education brands, we need to promote similar services to prospective community college students.

**Marketing’s job is to get them to the door**, but can’t control getting them through the enrollment ‘funnel’ (enrolled). There is no ability at this time for measuring the impact to enrollment. That data resides with the colleges and the project is not scoped to *manage* the enrollment process. Rather, the leads are generated from media and ads, and directed to the LA-19.

Feedback we’ve been getting from engaged colleges is that many leads from the call center are for welding. However, the times when the courses are offered doesn’t align with the work schedule of

prospective students. Schedules vary by campus based on their course offering. The market demand is coming from working adults and the course schedules do not match their needs (the market). This points to a *product* problem, not a *marketing* problem.



CENTER FOR A COMPETITIVE WORKFORCE

## Institute Model Advantages

FUNCTION	STATUS QUO	NEW MODEL		
	GAPS	INSTITUTE	INDUSTRY COUNCILS	CONSORTIUM
<b>Program Management</b>	Is insular. Evaluation of proposed new programs is often segmented by institution, and there is no singular source for data analysis on labor markets and occupational growth areas	Would conduct statistical economic forecasts to better understand labor markets and occupational growth areas	Would bring industry validation to occupational forecasts	Would blend data and industry insights to transform evaluation of newly proposed programs
<b>Curriculum Development</b>	Is Static. Will tend to lag behind (often significantly behind) the pace of change in the new economy	Would provide real time, contemporary view of emerging industry, labor market, and occupational trends. Would provide consistent feedback loop	Would regularly validate and/or augment industry, labor market, and occupational trends with firm-level feedback	Would construct a sustainable process to curate and provide the Faculty the most current and substantive industry input to support their ongoing curriculum development
<b>Faculty Professional Development</b>	Is insufficient. The absence of meaningful, current data and input from industry limits overall effectiveness	Would capture insights and best practices around optimal instructor training methods/ programs	Would bring best industry practices from corporate in-house training programs	Would build and manage a new and enhanced process to professional development that is consistently refreshed and keeps pace with economic change; would activate use of new analysis-based resource
<b>Faculty Recruitment</b>	Is challenging. Current appeals to prospective faculty are inconsistent and lack compelling offerings	Would provide analysis of competitive packages or incentives that entice world-leading talent to seek employment throughout the system	Would lever consistent interactions with industry to develop an organic pool of potential new instructors. Further, could explore policy ideas that directly incentivize employers to enable employees to spend time as instructors	Would manage a new and enhanced process of faculty development
<b>Data Dissemination</b>	Is limited. Inconsistent data inputs and current system inadequacy	Would construct a powerful, flexible and scalable data hub (resource navigator) fully accessible by the Colleges, partners and stakeholders. A clearinghouse of information for all constituents	Would connect industry partners to the Institute Data hub so they can both benefit from and contribute to the quality and usefulness of the data system wide	Would, utilizing new Institute Data Hub, lever better, more consistent data across industry, labor market, and occupational work areas for entire consortium and other partners
<b>Work Based Learning</b>	Is inconsistent. Dependent on one-off successes	Would identify target areas for work-based learning candidates	Would inform the best opportunities, venues, approached to WBL within their organizations	Would apply a new and consistent approach to WBL to structure, scale, and systematize across entire consortium
<b>Employment</b>	Is manual. Lacks a system wide approach to promoting and tracking employment opportunities and placement	Would lever Institute Data Hub to create clear and consistent visibility into employment opportunities with a "connectory" function. Sponsorship opportunity: "Powered by Indeed"	Would bring their own company job opportunities (articulation)	Would develop and support a new employment resource capability across the entire consortium
<b>Industry Relations</b>	Is shallow. Lacks depth and consistency	Would, with new data capabilities, inspire confidence and engender deeper industry engagement	Would foster a richer and more consistent relationship between industry and the colleges	Would lever enhanced relationships across all critical consortium functions
<b>Marketing</b>	Is outmoded and unconvincing. Message and mechanism do not reach right audiences	Would bring needed intelligence to targeting audience, constructing messages, using more modern tools to reach them (digital, social media, etc.) and to track success of programs to key goals like Enrollment	Would participate in message development and promotion to the right audiences, including their own employees in need of retraining or upskilling, and would inform "language" translation for different audiences	Would support and utilize a powerful, modern marketing program to enhance critical consortium goals
<b>Policy Improvement</b>	Is insufficient. Lacks ability to identify, bring to surface, and promote/ advocate for needed policy recommendations	Would serve as a credible and tenable foundation for policy recommendations	Would be empowered to raise policy concerns and suggestions, and advocate on behalf of system improvement	Would identify and surface policy ideas and ensure they are framed in ways that are considerate of college realities

Link:

[Institute Model Advantages](#)

## Connection between Marketing & Innovation

There is overwhelming demand for healthcare but the colleges don't have capacity. Other programs are similar in the sense that demand is for online courses, and the colleges only offer in person. Only the *points of contact at each college* in the CCLA campaign have this data. They should be informing their deans about the issues with market demand versus current course offerings since again this varies by campus. The call center has also mentioned overwhelming inquiries for online programs but we know the colleges lack online courses, again highlighting that there's market demand, but not for our "traditional" time slots or distribution (online versus in person). That is why innovation (programmatic, curricular, and scheduling) is written into the project plan and partner vendors are helping faculty design solutions.



COMMUNITY COLLEGES  
OF LOS ANGELES

## BLACKBOARD

**Contract amount:** \$1,500,000

### Scope of work:

#### MARKETING STRATEGY, MEDIA PLAN DEVELOPMENT & LAUNCH

##### Marketing Strategy

- Analyze and assess historical performance to identify opportunities for improved efficiency and conversion
- Complete necessary research and analysis on market attributes that may affect performance, such as competitive
- Insights, program reviews, and prospective student audiences
- Recommend marketing mix for the campaign taking into account market dynamics, budget, program offerings, and target audiences
- Incorporate recommended branding and messaging techniques via the development of a messaging theme

##### Media Plan

- Develop a comprehensive media plan including the program areas covered by this scope of work that leverages budget inputs, historical conversion rates (when available), and channel mix to project lead and enrollment volume with associated cost metrics
- Recommend go-forward optimization strategies for campaign execution based on historical performance and market insights
- Produce and secure college approval of a media plan covering go-forward KPIs, budget allocation, media mix, specific channels, and creative requirements

##### Media Set-up and Launch

- Work with media vendors (ex. Google, Facebook) to set-up and secure ongoing media buys
- Establish the correct accounts and credentials necessary along with payment processes to be handled on behalf of the college
- Implement the necessary tracking and monitoring required for ongoing management

##### Creative Development

- Design and develop a responsive microsite featuring the program areas and initiatives offered by the college which are relevant to this SOW
- Develop ad creative to support channels outlined in the finalized media plan

##### Tracking Set-up and Testing

- Assist with technical and systems integrations for proper tracking and visibility for campaign efforts directly related to this SOW
- Provide visibility into full-funnel performance (pending data availability in college CRM)
- Leverage Blackboard's CRM solution to collect lead data and facilitate qualify and transfer services

#### MEDIA PLACEMENT, TRAFFICKING, TESTING AND OPTIMIZATION

- Place and traffic daily and weekly media buys on behalf of college, following the tenants of the approved marketing strategy and media plan
- Review and analyze campaign performance data based upon KPIs identified in the media plan
- Interpret results and provide guidance to help improve performance
- Provide guidance for campaign and creative testing
- Assist with post-semester and annual reporting on campaign results and insights
- Measurement and monitoring in accordance with access and metrics provided by college, including:
  - Key metrics:
    - Clicks
    - Leads
    - Applications started (pending data availability)
    - Applications completed (pending data availability)
    - Admitted students (pending data availability)
    - Registered students (pending data availability)
    - Enrolled students (pending data availability)
  - Media channel performance and optimization techniques
  - Cost per acquisition tracking and monitoring, including:
    - Cost per lead
    - Cost per application (pending data availability)
    - Cost per enrollment (pending data availability)

#### A/B TESTING AND CREATIVE OPTIMIZATION

- Develop and implement an on-going testing schedule in order to optimize creative assets such as the microsite and display ads
- A/B testing for creative assets supporting marketing and media including microsite

#### **Deliverables:**

##### Marketing Strategy

- Comprehensive marketing plan aligned to the college's desired enrollment goals
- Summary of relevant market research findings and analysis
- Establish reporting metrics, KPIs, and reporting cadence

[Blackboard\\_CCLA\\_Marketing\\_Plan\\_9.6.19](#)

##### Media Plan

- Budget allocations with identified marketing mix by channel

##### Media Set-up and Launch

- Account set-up and credentials

[Blackboard\\_CCLA\\_Marketing\\_Plan\\_9.6.19](#)

### Creative Development

- Responsive microsite built using a maximum of 3 unique page templates or layouts and an estimated 10-15 web pages, up to 350 words per page
- Search ad copy to support the advertising outlined in the marketing plan
- Required advertisement creative up to 2 creative design compositions, as well as supporting content and images
- All creative assets include up to two (2) rounds of College edit and review prior to final approval

[www.ccla.com](http://www.ccla.com)

### Tracking Set-up and Testing

- Technical support in setting up a functional tracking infrastructure including adding pixels, developing Request for Information forms, and maintaining proper lead flow to college systems such as a CRM or marketing automation tool
- Implementation of and license for call tracking technology to monitor and report on inbound call leads

### Media Placement, Trafficking, Testing And Optimization

- Bi-weekly reports delivered digitally with analysis regarding campaign performance
- Monthly reports with phone delivered read outs, open to all stakeholders

[Blackboard\\_Monthly\\_Report\\_January\\_2020](#)

### A/B Testing and Creative Optimization

- Provide Microsite testing plan to commence after initial media ramp up period
- Execute one test at a time to maintain that results can be tied back to the testing element in question

## BRANDIQ

**Contract amount:** \$130,000

### Scope of Work:

#### Project Initiation

- Provide a half-day session to ensure alignment on the research process and strategy
- Define what success looks like and how each phase of research is developed

#### Research and Analysis

- Review and synthesize relevant background research and speak with relevant representatives related to the project
- Examine key forces impacting the education and skills acquisition space
- Analyze macro cultural trends and micro trend in education design alternatives, success around the world in re-skilling workers, skill-building success models, best practices with working adults, attracting students into more challenging pathways and different ways to consume knowledge

- Examine competitive offerings that are engaging with potential students in the post-secondary education
- Review and synthesize relevant background research and speak with relevant representatives related to the project

Implementation

- Organize a four-day round table summit with key stakeholders, faculty and leaders of organizations that serve disadvantaged and underserved communities

**Deliverables:**

Project Initiation

- Deliver meeting notes, final work plan and project schedules, roles and responsibilities matrix for staff and consultant teams, and evaluation methodology

Research and Analysis

- Provide summary of meeting notes from meetings with representatives and key stakeholders, draft of final and versions of research and analysis findings
- Integrate the learnings and point of views from the micro and macro analysis into the subsequent phases of research (survey batteries, discussion guides, etc.)
- Provide an outline of the brand identities, intended audiences, value proposition, positioning, and core purposes of other organizations in this space

Implementation

- Provide a foundational learning and empathy structure for the project from through-leaders that have been working in and around this space and with our various targets including disadvantaged residents
- Integrate the learning and hypotheses to create rich places to explore in all the consumer research, and begin to build bridges into the communities we are trying to impact

[Research\\_Roundup\\_and\\_Trends\\_Full\\_Presentation\\_Updated\\_021919](#)

[SIM\\_Innovation\\_Best\\_Practices\\_Report\\_5\\_21\\_19](#)

**BRANDIQ**

**Contract amount:** \$423,070

**Scope of work:**

Planning and Design

- Work with the LA19 Community Colleges (LA19) in the Los Angeles region to design and create a regional infrastructure for discipline-specific curriculum innovation

Ideation Convenings

- Coordinate ideation sessions with faculty and administrators to explore technologies such as, but not limited to, virtual and augmented reality, which are being used at K-12 sites to teach more engaging content
- Assist with CTE curriculum innovation
- Assist in the collaborative goals setting

#### Capacity Building

- Assist the LA19 to expand capacity and define roles in region to facilitate this process

#### Stakeholder Engagement

- Assist the LA19 to design stakeholder engagement needed and determine what level of commitment is needed for regional curricular innovation to succeed
- Assist the LA19 in setting goals for the collaborative

### **Deliverables:**

#### Planning and Design

- Create the workshop exercises
- Design the workshop experience to inspire the CTE Deans to make decisions that will enable CCW to increase impact and participation with industry, faculty and students

#### Ideation Convenings

- Synthesize data from all SIM sources and Create 'Insight Data Walk' with all new data from SIM project for Deans to use in making strategic planning decisions
- Lead Strategic Planning Ideation CCW Advisory Council
- Lead Strategic Planning Ideation CCW CTE Deans LA19
- 1<sup>st</sup> stage divergent, collaborative goal setting (prior to Faculty convenings)
- Organize retreat output **'what is' and 'what's next'**
- Design and lead CTE faculty retreat
- Organize retreat output
- Design, lead and report on two follow up Guided Pathways/Strong Workforce curriculum innovation sessions
- Preliminary design for alignment around regional discipline-specific curriculum innovation
- 'Synthesis' of Ideation strategy direction from CCW strategic planning session & CTE Faculty retreat **'so what'**

#### Capacity Building

- Plan and identify the resources that will be needed, surrounding faculty and students
- Develop proposal for engaging philanthropic non-profit organizations as a new channel for reaching potential students and also building revenue generating opportunities
- Continual results-based accountability convenings and facilitation for 'faculty/student co-creation
- Prepare a monthly check-in for the (LA19) CCW Advisory Council
- Monthly collaboration with specific CTE Deans to finalize action details of strategic planning 'now what'
- Report monthly on progress
- Establish on-going monthly planning with the CCW Advisory Council leads

## Stakeholder Engagement

- Framework designed for LA19/CCW
- Final work and reporting with specific CTE Deans to finalize action details of strategic planning 'now what'

[Academic\\_Resource\\_Innovation\\_Strategy\\_Retreat\\_2.24.20](#)

## COLLIER SIMON

**Contract amount:** \$1,250,000

### Scope of work:

#### On-boarding and situation analysis

- Interviews with key stakeholders, subject matter experts
- Project Management and working relationship planning
- Review and analysis of existing research materials
- Execution of a one-day strategy workshop to brainstorm, validate and align key stakeholders

#### Social strategy and content creation

- Provide visual and messaging principles for LA19 social platform
- Provide social media creative samples
- Build a comprehensive social content strategy and communication plan for launching new social programs

#### On-going content creation and communication management

- Create content and produce new ads formatted for Facebook, Twitter, Instagram, and Google Channels
- Provide weekly monitoring and response services, work in partnership with the LA19 staff to capture appropriate response content

#### Media Management and reporting campaign set-up

- Manage ad trafficking and set-up
- Build an on-demand dashboard for the LA19 teams
- Provide weekly presentation for discussion and recommendation
- Weekly campaign audit

#### Video and production services

- Oversee all aspects of pre-production including: build and manage all timelines and client reviews, casting of talent for all production needs, secure all necessary talent contracts, and create shot lists
- Oversee all aspect of production including: crew and equipment, creative direction, hair and makeup, transport for talent/crew, and location fees
- Oversee all aspects of post-production including: editorial services, photo finishing, music licensing, and delivery of all files

**Deliverables:**

On-boarding and situation analysis

- Stakeholder interview guide and transcripts
- Creative brief to inform positioning and strategy
- Social Creative examples
- Light visual and messaging principles

[Shaping the Future of LA19 Kickoff Meeting 5.21.19](#)

Social strategy and content creation

- Holistic, social content strategy and launch plan based
- Test plan for new messaging (advertising, social content, demand gen and beyond)
- Channel strategy
- Launch plan

[LA19\\_Creative\\_Review\\_071019](#)

On-going content creation and communication management

- Updated paid and organic social content created monthly
- Weekly community management interactions
- Monthly engagement reports and analysis

Media Management and reporting campaign set-up

- Daily/weekly audience and publisher optimization
- Weekly reports deck
- Monthly deep-dive with insights and recommendations
- Creation of custom dashboards for on-demand access

[CCLA\\_Media\\_Reporting\\_January\\_2020](#)

[CCLA\\_PERFORMANCE](#)

Video and production services

- 4 key Hero videos (built for social and/or web use)
- Full photo library – 100+ original photos of students, campus and key imagery of Los Angeles as backdrop to our schools
- Experiential creative and/or additional key hero and short form videos

**ECONOMIC DEVELOPMENT CORPORATION OF LOS ANGELES COUNTY (LAEDC)**

**Contract amount: \$517,000**

**Scope of work/Deliverables:**

- Organize and facilitate three workshops (including materials)
  - First workshop with LAEDC and participating colleges on the market forces, threats and opportunities as applied to LA County
  - Second workshop with LAEDC and participating colleges on best practices and potential reform opportunities as applied to LA County
  - Third workshop with LAEDC and participating colleges on options for reform initiatives and a high-level timeline, as applied to LA County
- Develop public relations campaign with editors/editorial boards in Los Angeles
- Implement an integrated social media campaign to promote community college programs, certificates, and degrees in target industries such as bioscience, DME, A&D, and advanced transportation

## LOS ANGELES AREA CHAMBER OF COMMERCE

**Contract amount:** \$300,000

### Scope of work:

#### A

- Identify and Convene Target Industry Leaders
- Analyze and Validate Industry Data
- Define and Validate Competencies for Demand Industry Sectors and Occupations
- Information Dissemination
- Support Partnership Cultivation
- Champion Business Support
- Advocate for Systems Change

#### B

- Set up infrastructure
- Validate industry cluster/occupational growth and demand occupations
- Elicit employer input on skills/competencies
- Develop and review competence models
- Develop Assessment Plans
- Review and validate Assessment Plans

### Deliverables:

#### A

##### Identify and Convene Target Industry Leaders

- Identify business leaders within target sectors/clusters who can inform workforce development initiatives
- Engage cultivate employer relationships
- Elicit their participation and commitment to participate as thought leaders in the industry councils

Analyze and Validate Industry Data

- Assist in analyzing, validating occupational forecasts, in demand occupations and providing real-time employer feedback and data
- Validate growth projections and employer trends
- Confirm emerging vacancies in the next 9 to 12 months in high-demand occupations

#### Define and Validate Competencies for Demand Industry Sectors and Occupations

- Identify key skills gaps and standards for targeted/demand occupations
- Validate current and future job competencies and skill sets required for each occupation
- Work with community college partners to develop competency models for priority sectors and occupations
- Work with employer partners to project growth and geographical dispersion of projected employment opportunities

#### Information Dissemination

- Participate in message development, including outreach to employers/companies in the need of filling vacancies refraining or upskilling
- Assist and inform the development of collateral material, infographics, presentations, multi-media, conference presentations, etc.
- Inform and facilitate outreach to employer partners
- Assist in activating C-suite employer partners to facilitate partnerships with firm level companies

#### Inform/Facilitate Community College Programming

- Partner with community colleges to develop competency models for identified demand occupations
- Convene employers to elicit input on the desired skills and competences which will inform competency models
- Develop assessment tools for validating desired competencies
- Identify/facilitate public private partnerships to increase specialized training for high-demand occupations

#### Support Partnership Cultivation

- Identify best practices and models for employer engagement as defined by industry leaders
- Develop train-the-trainer models to increase effective employer engagement at community colleges and the workshop system
- Facilitate professional development and training opportunities for effective employer engagement

#### Champion Business Support

- Cultivate Industry champions and leaders as advocates of the Center for a Competitive Workforce
- Advocate to other businesses in the industry and region to get involved in local partnerships
- Advise on high impact strategies and help bring them to scale
- Connect employers to promising and effective training programs that have demonstrated meeting industry needs

#### Advocate for Systems Change

- Provide Industry leadership, broad-based coalition and political will building influence investments in sector training
- Measure progress towards closing skills gaps
- Identify and set regional industry sector priorities

**B**

Set up infrastructure for each industry council

- Finalize roles and responsibilities
- Collateral material (e.g. 1 page overview)
- Identification of participating companies

Validate industry cluster/occupational growth and demand occupations

- Validate occupational growth in each cluster/industry
- Request prioritization of demand occupations in occupational cluster and occupations depending on industry from each Council
- Validate accreditation standards for priority occupations for each Council

Elicit employer input on skills/competencies

- Based on priority occupational clusters and occupations identified by employers in meeting 1, synthesize skills and competencies from employer job postings
- Ask employers to review/validate the skills and competencies from these demand occupations
- Employers to validate primary skills and performance criteria

Develop and review competency models

- Identified competencies are reflected in the competency models
- Employers review competency models and provide feedback
- Prioritize competencies – primary, secondary, tertiary

Develop Assessment Plans

- Establish assessment(s) of foundational skills
- Employer input guides and strengthens the fidelity of work-based learning, internships, and capstone projects that serve as diagnostic tool to assess desired competencies

**LOS ANGELES BUSINESS JOURNAL dba CBJ, LP**

**Contract amount:** \$75,000

**Scope of work/ Deliverables:**

- Provide space for twelve (12) alternating quarter, half and full page advertising in their 50,000 weekly circulation business news journal to market and highlight community college program success stories, profile successful new high-growth industry certificate and degree programs, partnerships and initiatives
- Provide on-going digital banner advertising and islands banner ads on the LABJ website
- Deliver 50 copies of each weekly edition to multiple addresses at the 19 community colleges in the L.A. region (President’s Office, Career Center, Economic and Workforce Development office, Student Center, etc. at college discretion

- Include 4-page excerpts of four Center for Competitive Workforce (CCW) Priority Industry reports in selected target editions

## LIEBERMAN RESEARCH WORLDWIDE LLC

**Contract amount:** \$589,235

### Scope of work:

Conduct focus groups with current and potential community college target audiences to gain an insight into needs, beliefs, and perceive barriers related to postsecondary education, along with reactions to programmatic and co-branded partnership.

### Deliverables:

#### Qualitative Exploration

- Focus group screener and discussion guide development,
- Focus group respondent recruitment and rescreening
- Focus group moderation
- Vox pop in-person interviews (up to 4 schools, 40 interviews)
- 4-5 minute professionally edited video montage
- Full report of findings of up to 40 PowerPoint slides
- FocusVision live interview streaming

[LA\\_SIM\\_Qualitative\\_Exploration\\_Final\\_Report\\_2019.04.16](#)

#### Segmentation and Profiling Journey

- Questionnaire development
- Survey programming, translation and QA
- Data collection and data processing
- Data room session to walk through segmentation solutions
- For each survey, story driven report of up to 50 slides each, along with a shorter executive summary deck

[LA\\_CC\\_Segmentation](#)

#### Co-Creation Qualitative

- Full report of findings of up to 40 slides

[LA\\_CC\\_Segmentation\\_December2019](#)

## LISA BRAND DESIGN

**Contract amount:** \$40,000

### Scope of work:

Graphic Design and art direction and or services for marketing materials specific to the needs of Workforce & Economic Development – Strong Workforce Program. The services may include assistance with expeditiously developing various marketing materials for electronic and print distribution to comply with the objectives of the grant; increasing CTE awareness, enrollments, completers, industry recognition.

**Deliverables:**

CCW logo design, CCW Stationary, CCW report edits, redesign reports, AWS logo and stationary design, AWS pocket folder design, Amazon Web Services email template, and CCCCCO flyers.

**RICHARD VERCHES**

**Contract amount:** \$88,000

**Scope of work:**

Plan, initiate, and coordinate the activities for the Center for a Competitive Workforce (CCW) and Regional Marketing for all 19 Community Colleges in the Los Angeles Orange County Regional Consortium under the Strong Workforce Program on behalf of Santa Monica College in order to achieve the outcomes outlines below from the application approved by the Los Angeles Orange County Regional Consortia.

**CENTER FOR COMPETITIVE WORKFORCE**

Support the development and operation of regional industry councils which will be responsible for validating labor market data; advising colleges of the necessary occupational skills and workforce education performance objectives; and informing regional model curriculum and program design for regional adoption, program development and modification.

Oversee the following work streams that must be developed, executed, managed, communicated internally and externally, and aligned to one another to ensure the maximum impact of the overall program.

**Deliverables:**

**REGIONAL MARKETING**

Full utilize Career Education Campaign creative elements and tools to execute a regional, industry-focused marketing and communications plan.

- Further educate and inspire regional industry to engage the colleges
- Elevate the brand and reputation of the colleges as a critical contributor to the vibrancy of the regional economy
- Promote the colleges as the premier Career Education provider in an international drive for stronger enrollments
- Targeted web and social media-based marketing
- Presence in industry-focused publications
- Earned media
- Events and presence at industry gatherings
- Support for the individual colleges’ web presence and other local marketing

Plan meeting with consortium colleges to implement labor market-driven program analysis. Present tools and technology to be considered for the assistance in pathway design.

- Report to designate groups of pathways models and methods
- Data Analysis of legacy programs, workforce reported data, in order to help colleges innovate CTE
- Further education and inspire regional industry to engage in colleges
- Elevate the brand and reputation of the colleges as a critical contributor to the vibrancy of the regional economy
- Promote the colleges as a premier Career Education provider in an intentional drive for stronger enrollments
- Targeted web and social media-based marketing
- Presence in industry-focused publications
- Earned media
- Events and presence at industry gatherings
- Support for the individual colleges' web presence and other local marketing

#### CENTER FOR COMPETITIVE WORKFORCE

- Research, analytics and data program (including production and compilation of reports and data analysis)
- Regional industry Councils – the establishment, programming, management of sector-based councils
- Work Based Learning – the development and oversight of multiple sector-focused WBL initiatives
- College Engagement and Institutionalization to convert intelligence produced by CCW into curricula and college program impact
- Local pilots and innovation to explore new best practices and policy considerations

Oversee industry council deliverables:

- Set up talent subgroup infrastructure for industry councils
- Assist in analyzing and validating occupational forecasts in demand occupations and providing real-time employer feedback and data
- Develop industry-specific surveys
- Collect and analyze “firm-level” primary data via a survey and or interviews that can be used to determine near-term demand for labor and required competencies
- Effectively engage in the business community to identify and catalogue available internships, summer programs, and apprenticeships in the targeted industries
- Share qualitative firm-level demand forecast findings, highlight firm demand-supply gaps, opportunities, and needs
- Continue to identify and amplify the requisite skills and competencies necessary for the targeted industries and occupations
- Work with employer-partners to forecast sectoral growth, impact of technological innovations (i.e., labor-augmenting or labor-displacing), and geographical dispersion of projected employment opportunities
- Work with community college partners to qualitatively build on quantitative competency models for priority growth occupations
- Canvas the region's community college CTE programs to determine any additional, beyond the supply-side analysis programs with pertinence and/or transferability

## STEBBIN RINEHART

Contract amount: \$30,000

### Scope of work:

- Provide support on the regional marketing campaign specifically as it relates to search, social, display for online marketing
- Provide frameworks to assess organizational structure of regional customer journey “mapping”; email campaign drafting and routing process
- Identify programs that align with Strong Workforce areas of focus and help to drive growth and enrollment
- Provide support as it relates to the enrollment strategy and lead capture firm in order to provide structure for information hierarchy on micro-sites and program landing pages
- Assist in gathering information for the market research firm, helping to ensure the firm delivers on the items outlined in the scope of work; help scheduling regional focus groups and coordinating the execution of work
- Assist in delivering the results to the LA19 colleges

### Deliverables:

- Structured set of program overviews that clearly lay out all program informant, including positioning, value proposition/key program selling points and relevant deadlines and requirements for each program to be leveraged in agency briefings for any new creative development and as program reference for Enrollment Specialists
- Creation of an Enrollment Specialist “tool kit”, to include program overviews, a set of FAQs focused on commonly asked enrollment action steps, key deadlines (e.g. financial aid dates, enrollment dates) and program-level questions for Enrollment Specialists as part of the overall Enrollment Communications Strategy
- Marketing communication playbook that outlines action steps for all major program activities, campus events, etc., including timing tactics, responsibilities and rollout

[Call\\_Script\\_Playbook\\_1](#)

[Call\\_Script\\_Playbook\\_2](#)

[Enrollment\\_Counselor\\_Enablement](#)

[Program\\_Overview\\_Associate\\_Degree\\_Nursing](#)