

November 4, 2021

TO: SDICCC Presidents, Chief Instructional Officers, Chief Student Services Officers,
Counseling Deans, and Career Education Deans

FROM: San Diego-Imperial Regional Consortium

**Regional Strong Workforce Program (SWP) Request for Applications for
Work-Based Learning (WBL): Increase Offerings, Understanding and Data
Collection**

Please review this RFA carefully before completing the Application for the WBL Project below. The Application will be used to develop the scope of work for the contract with your college after a consultation meeting with the Regional Consortium. The Application will also be used to complete the Strong Workforce Workplan in the statewide NOVA system.

These funds must be spent by June 30, 2023. The region will ask for quarterly [Progress Reports](#) in May, August, and November 2022 and February and May 2023 to assess investment progress. If progress is not being made, funds may be reallocated to other colleges.

If you have questions about the intent and scope of this RFA, please contact Danene Brown at danene.brown@gcccd.edu. If you have questions about the RFA process and details, please contact Sally Cox at sally.cox@gcccd.edu.

Please submit the Letter of Intent/Application by December 3, 2021 to Sue Fisher at sue.fisher@gcccd.edu and Danene Brown at danene.brown@gcccd.edu.

Please submit final Application by January 14, 2022 to Sue Fisher at sue.fisher@gcccd.edu and Danene Brown at danene.brown@gcccd.edu.

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Section I: Introduction

Work-based Learning (WBL) facilitates classroom learning in both academic and technical subjects. WBL consists of a continuum of career development experiences, starting with guest speakers, worksite tours, and job shadowing, and culminating with spending meaningful time in a work setting with industry professionals and immersion in authentic work. It also provides direct exposure to workplaces which facilitates career exploration and visibility with employers, resulting in opportunities for employment.

By performing meaningful tasks in authentic work settings, students build critical technical skills, hone their 21st century employability skills, and learn more about themselves and their interests. Learning through work is an important way for students to build understanding of careers, the world of work, and social capital. Building understanding and social capital is especially important for students from disproportionately impacted (DI) populations because race, socioeconomic status, immigrant status, disability status, and often gender have traditionally posed barriers to entry to many lucrative careers.

Some DI students do not know how to access many careers or industries that are outside of their immediate experience. Many DI students have experienced inequities in their K-12 education that can limit postsecondary and work opportunities. For those who attend college, they often find the same inequities, biases, and barriers to opportunity. Those who go directly to work are likely to be in lower-paid jobs with a limited future (U.S. Bureau of Labor Statistics, 2021; Social Security Administration, 2015).

WBL can advance equity goals for these students by providing them the exposure they need to expand their understanding and build the social networks needed to open doors once they are in the job market. The director of the National Association of Colleges and Employers (2020) observed that many firms use internships as “trial runs” for future employees, so ensuring DI students participate in these WBL opportunities is crucial to closing equity gaps in workplaces. Making sure that all students are fully included in these opportunities and that the experiences are positive and impactful requires direct attention.

The vision for the SDIC Regional Consortium is that every Career Education student has the opportunity to engage in WBL, while earning a credential, certificate or degree. Employers continually confirm they need students with more experience and WBL is one proven way to provide students with the experience and skills needed for success.

SECTION II: RFA OVERVIEW AND FUNDING ALLOCATION

The initial regional WBL investment provided colleges with funding to create a WBL Coordinator position, to establish WBL functions and processes, to increase WBL awareness and opportunities for students, and to institutionalize WBL. The intent of this next phase of funding is to continue to support the work of the Coordinators and increase opportunities for students, with specific attention on the following areas:

- Develop and diversify WBL opportunities for students, with an intentional focus on equity for all students
- Expand faculty and staff awareness and implementation of WBL, through promotion, support, and professional development
- Assist with the college's implementation of student level tracking of WBL experiences to ensure equitable offerings and alignment with the regional [SG-21 Framework](#)

Expectations, Functions and Responsibilities of Work-based Learning Coordinators

Awareness, Implementation, Equity and Improvement

- Collaborate with Career Education faculty to identify and support integration between classroom learning and WBL opportunities, with an intentional focus on equity for all students.
- Develop marketing strategies to promote WBL to faculty, students, and employers, including strategies to inform DI students.
- Identify areas in need of WBL development, expansion and support, based on the college's inventory and existing SG21 data.
- Outreach to Career Education faculty and staff regarding their WBL needs and requests.
- Outreach to employers to identify their WBL needs and develop WBL opportunities.
- Collaborate with Career Education faculty and staff to support students in preparing for WBL experiences, including the reflection of their experiences, planning for subsequent experiences, educational goals, and employment.
- Partner with Career Education faculty and staff to ensure effective communication of WBL opportunities with students.
- Solicit feedback and assessments from faculty, staff, employers and students to inform program improvement.
- Engage in continuous improvement to regularly identify areas of opportunity to support greater awareness and use of WBL as an instructional strategy, in addition to increasing WBL opportunities for all students.
- Support the adoption and implementation of the regional SG21 Framework and tracking of WBL experiences to be reported for MIS SG2.

Regional Collaboration

- Promote, support, facilitate the Regional WBL Faculty Professional Development course or an approved college-based WBL Faculty Professional Development course.
- Maintain and share documentation regarding the number of faculty receiving WBL Professional Development and the type of WBL Professional Development (i.e., regional or college-based).
- Promote quality in WBL by implementing and disseminating information regarding WBL

best practices.

- Share college's WBL needs and requests with the Employer Engagement Workgroup and Regional Employment Engagement Team.
- Partner with the Regional Employer Engagement Team to develop and share WBL opportunities and support employers' needs.
- Attend the Employer Engagement Workgroup meetings.
- Participate in regional Communities of Practice.
- Engage and collaborate with regional colleagues to share learning and identify opportunities, including the development of regional experiences and activities, such as regional industry tours and internships.
- Collaborate with the Regional Employer Engagement Team and regional Job Developers to identify occupations, disciplines, and sectors needing a regional strategic WBL focus.
- Manage and track the college's WBL opportunities and placements.

FUNDING DETAILS

Due to the SWP funding rounds, this RFA will be split into two funding sources:

- Round 5: Up to \$50,000 per college. Funding must be spent by June 30, 2022.
- Round 6: Up to \$75,000* per college. Funding must be spent by June 30, 2023.

The maximum allocation per college is \$125,000*.

**Note: Amount of funding may increase based on additional SWP funding*

FUNDING TIMELINES

- Round 5 funding activities must be completed by June 30, 2022.
- Round 6 funding activities must be completed by June 30, 2023.

SECTION III: APPLICATION AND PROCESS

Milestone 1: Complete *Section IV: Letter of Intent/Application* and submit it to the Regional Consortium

Complete *Section IV: Letter of Intent/Application* and submit it to the Regional Consortium. The letter of intent will represent your institution's intent to respond to this RFA. In the letter of intent, you will provide the contact information of the project lead, the project team members, and the Career Education Dean/Associate Dean overseeing this project.

Milestone 2: Attend consultation meeting(s) with the Regional Consortium to discuss *Section IV: Letter of Intent/Application*

The Regional Consortium will schedule a consultation meeting with your college after receiving Section IV: Letter of Intent/Application. During this consultation meeting the Regional Consortium team will confirm the project plan, outcomes, deliverables, timelines, and budget. The Regional Consortium team strongly encourages the CTE Dean/Associate Dean, project lead, and appropriate senior administrator (VPA/I or VPSS) to attend the consultation meeting. After the meeting, a college may be asked to revise their plan, outcomes, timeline, and budget. The process is designed to be iterative as it is customized to each college's RFA response. Consultation meetings with the Regional Consortium are intended to be collaborative.

The purpose of the consultation meetings is to confirm that the college's plan and goals align and support the purpose of this RFA, which is to:

- Increase WBL offered at each college, with intentional equity-minded strategies
- Deepen the understanding of the importance of WBL through promotion, support, and professional development
- Further institutionalize student level tracking of WBL to ensure equitable offerings and alignment to the regional SG21 Framework

Milestone 3: Submit *Section IV: Letter of Intent/Application* to the Regional Consortium

After completing the consultation meeting(s) with the Regional Consortium, submit the final *Section IV: Letter of Intent/Application* including administrative approval. Your college should have met and finalized the following with the Regional Consortium:

1. Scope of work of the contract based on the final application
2. Total funding amount
3. Deliverables that the college must submit to receive payments
4. Payment schedule and distribution amounts based on the deliverables' due dates
5. Quarterly Progress Reports

Milestone 4: Execute contract with Regional Consortium and submit quarterly reports

After the Regional Consortium receives the final application, an award letter will be sent to your institution, followed by a contract, which will include the scope of work, deliverables, etc. as discussed in the project consultation meeting(s). The period of performance of the contract will begin when the contract is finalized.

Once your institution and the Regional Consortium execute the contract, the Regional Consortium will make payments based on the agreed upon payment schedule from the consultation meeting(s).

As a requirement of this funding, the Regional Consortium expects quarterly progress reports to be submitted to the Region and reported in the NOVA system, based containing the information as discussed in the consultation meeting(s). Regional quarterly Progress Reports are due in May, August, and November 2022, and February and May 2023.

Timeline

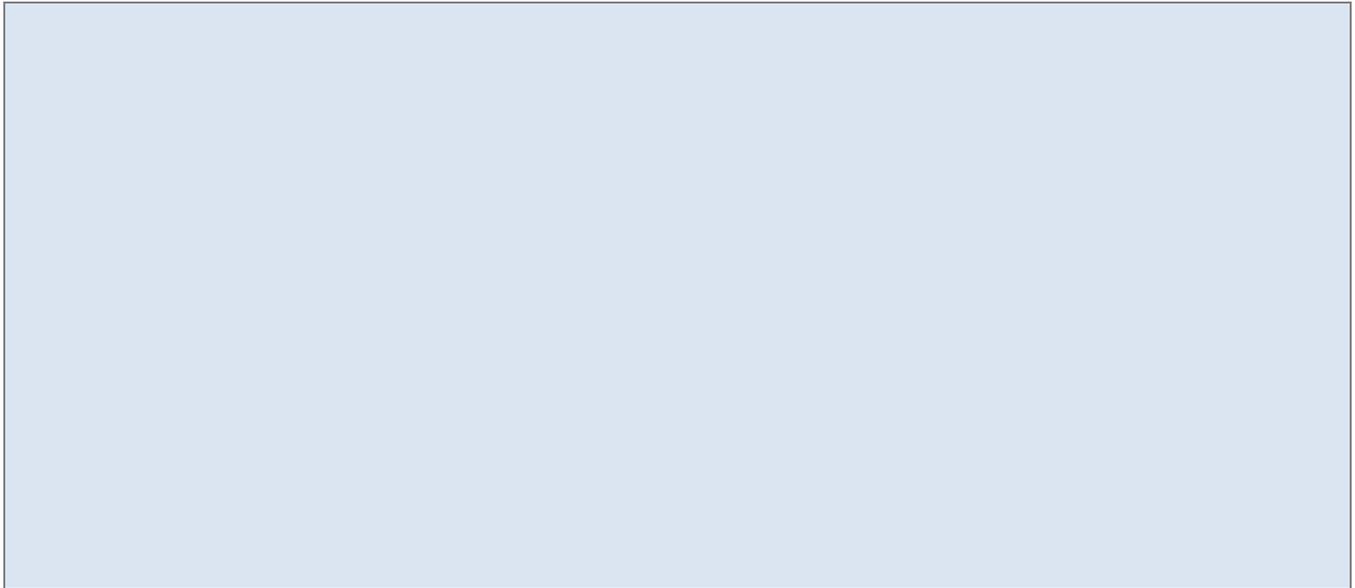
Submit <i>Section IV: Letter of Intent/Application</i> to the Regional Consortium	December 3, 2021
Attend consultation meeting(s) with the Regional Consortium to discuss <i>Section IV: Letter of Intent/Application</i>	December 3, 2021 – January 14, 2022
Submit Final <i>Section IV: Letter of Intent/ Application</i> to the Regional Consortium	January 15, 2022
Execute contract with the Regional Consortium	February 1, 2022
Submit Progress Reports for the duration of the project	Quarterly

SECTION IV: LETTER OF INTENT/APPLICATION

Complete the fields below with the appropriate information. This form represents your college's intent and application for this RFA. This Letter of Intent/Application will be reviewed in consultation with the Regional Consortium

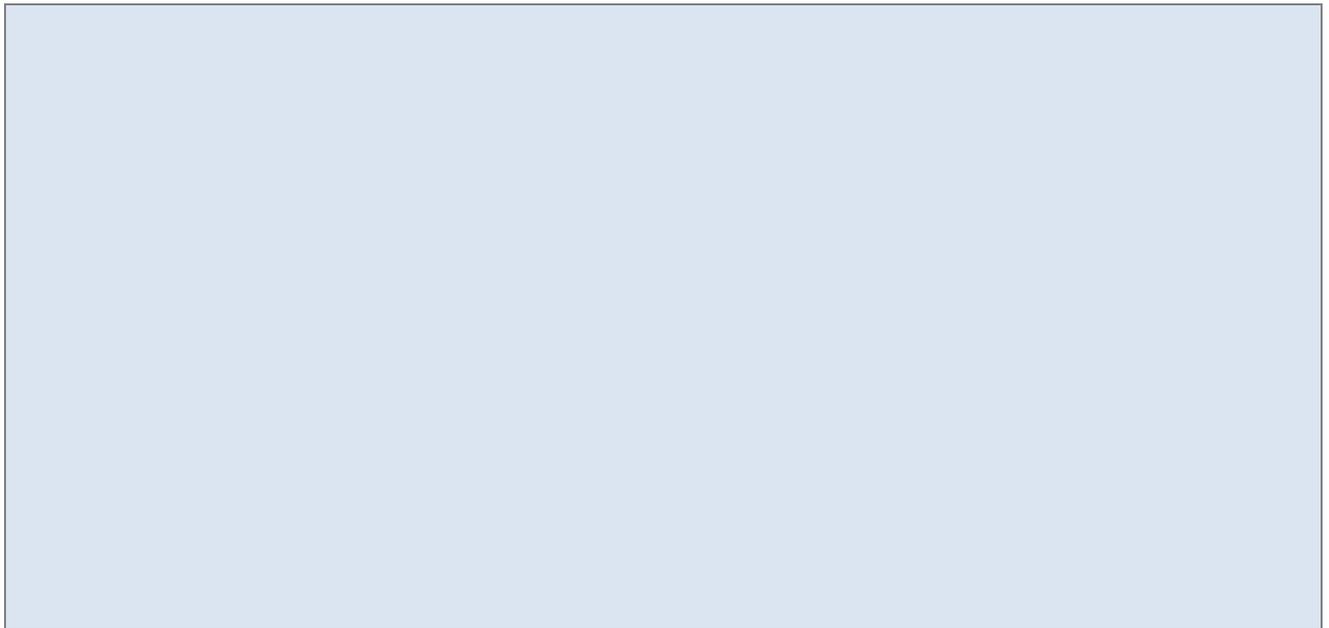
Institution Name	
Project Lead(s) (First & Last Name)	
Project Lead(s) Email(s)	
WBL Coordinator (First & Last Name)	
WBL Coordinator Email	
CTE Dean/Associate Dean (First & Last Name)	
CTE Dean/Associate Dean Email	

Current WBL Practices: *Provide a narrative that describes your college's current Work-Based Learning functions, processes, and outcomes measures.*

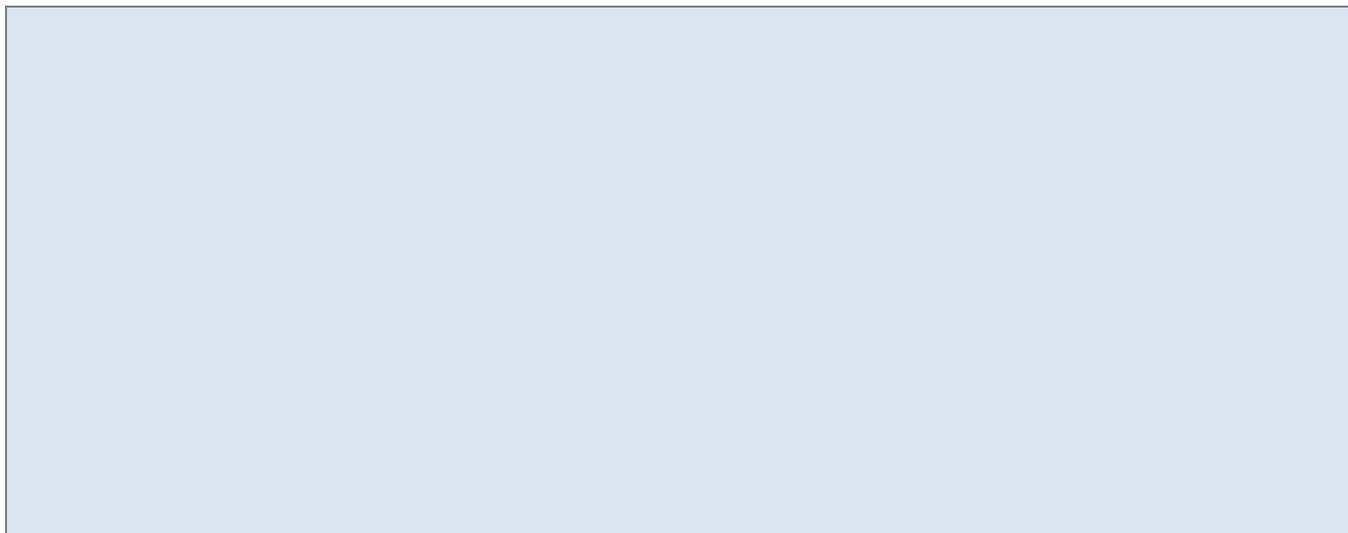


Work-based Learning Opportunities *Provide a narrative addressing each of the following questions:*

- How will these funds be used to increase WBL opportunities for students?
- What strategies will be implemented to diversify the types of WBL opportunities available for students?
- How will areas of WBL need be identified?

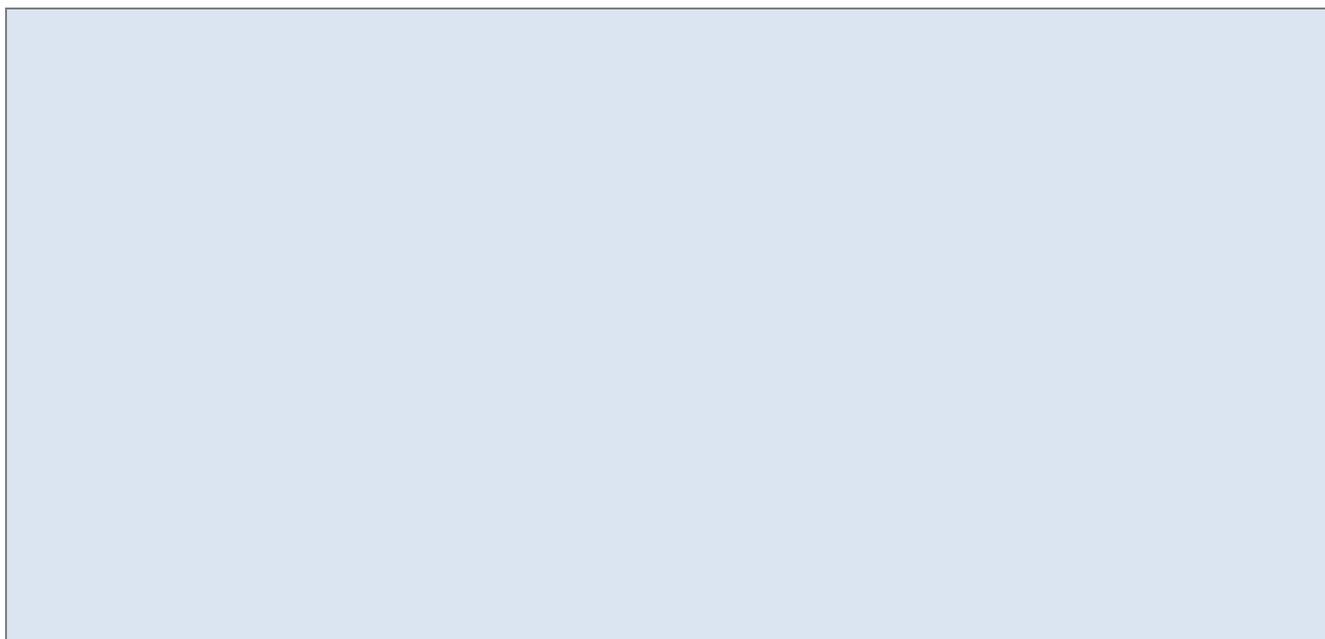


GOALS - Work-based Learning Opportunities *List at least three specific goals to increase WBL opportunities and how these goals will be measured.*

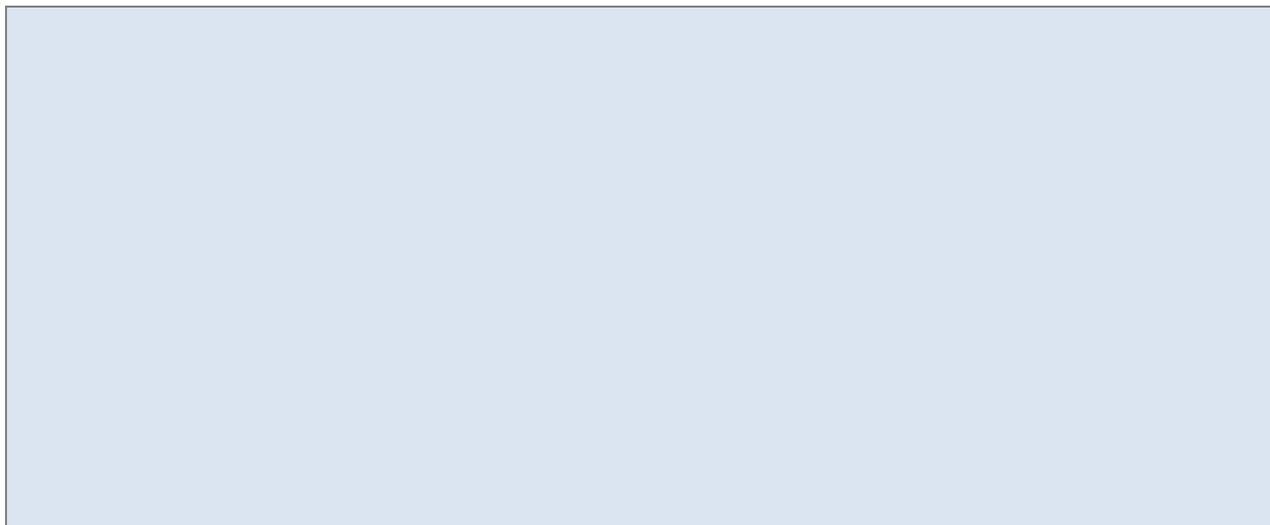


Equity Focus *Provide a narrative addressing each of the following questions:*

- How will this project intentionally focus on equity and disproportionately impacted students?
- What strategies will be employed?
- How does this project align to the college's Equity initiatives?

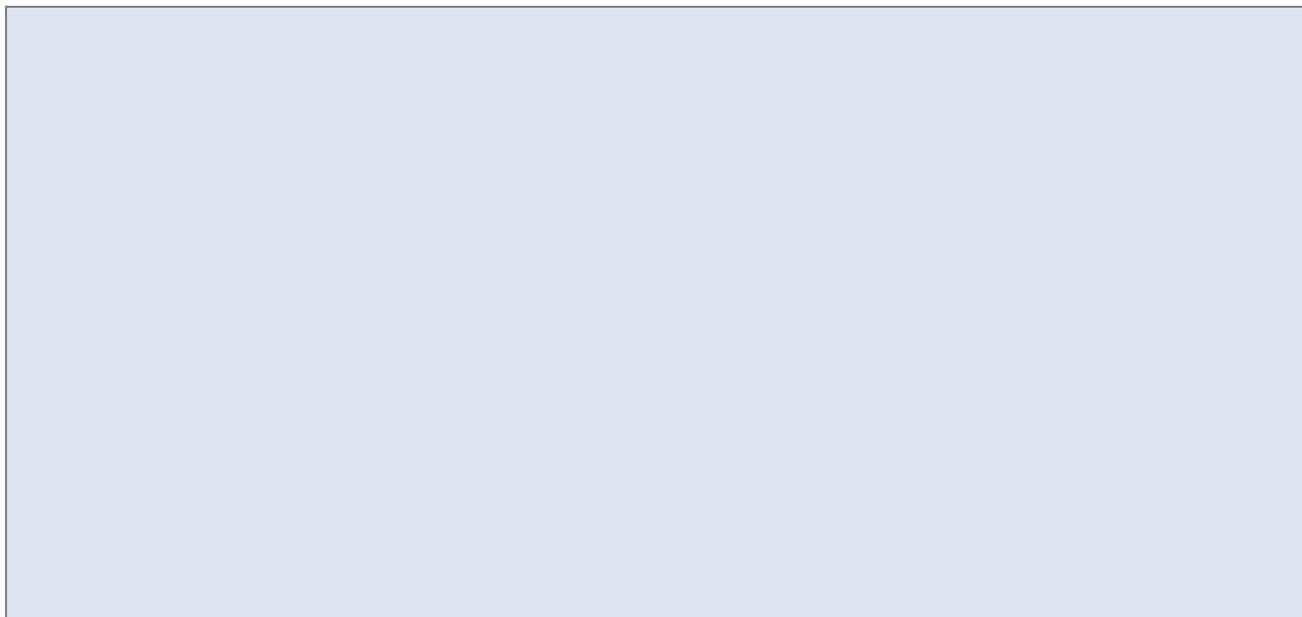


GOALS - Equity Focus *List at least three specific goals to intentionally focus on equity and disproportionately impacted students and how these goals will be measured.*



Awareness *Provide a narrative addressing each of the following questions:*

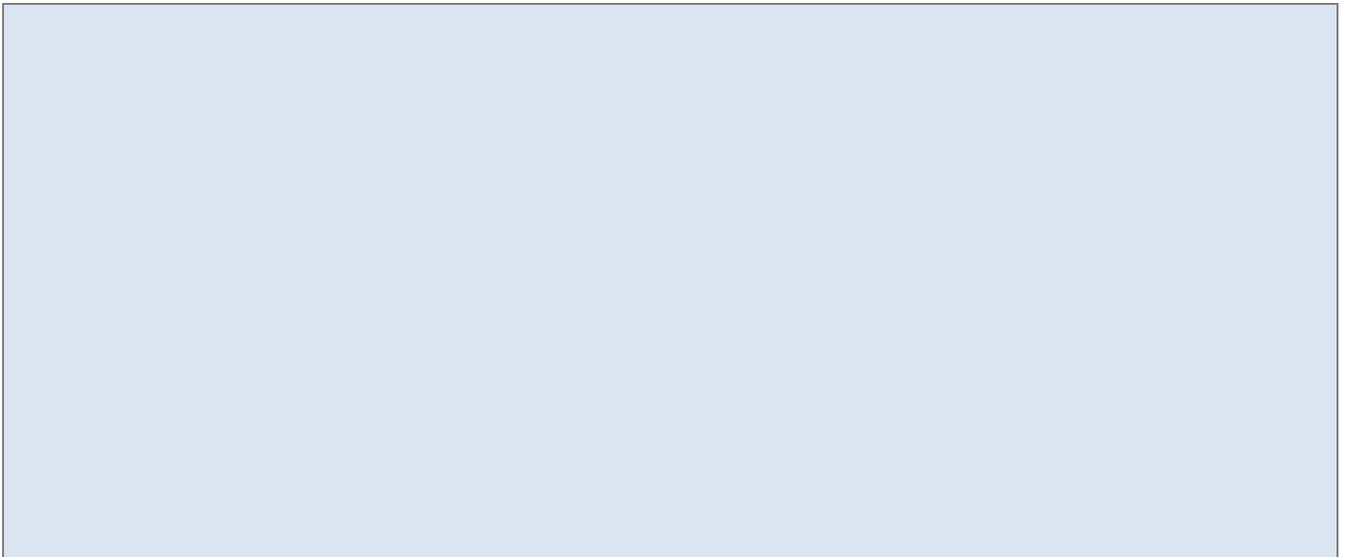
- What strategies will be implemented to promote the understanding and importance of WBL?
- What types of supports and activities will be provided to faculty and staff to increase WBL experiences?



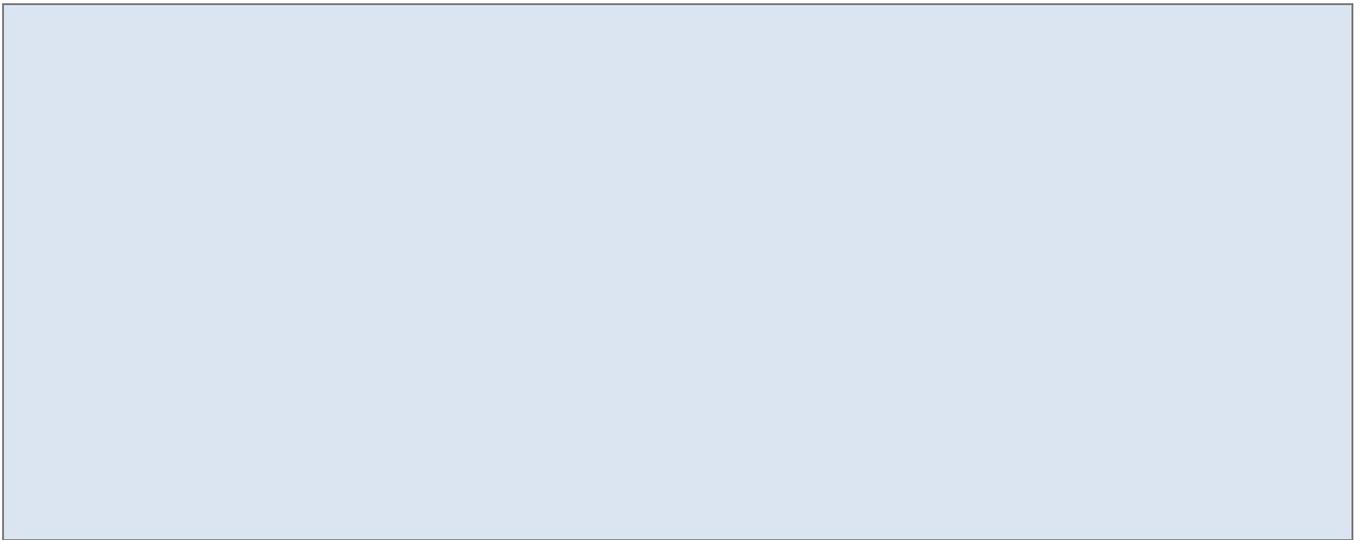
GOALS - Awareness *List at least three specific goals to promote the importance of WBL and support faculty and staff WBL efforts and how these goals will be measured.*



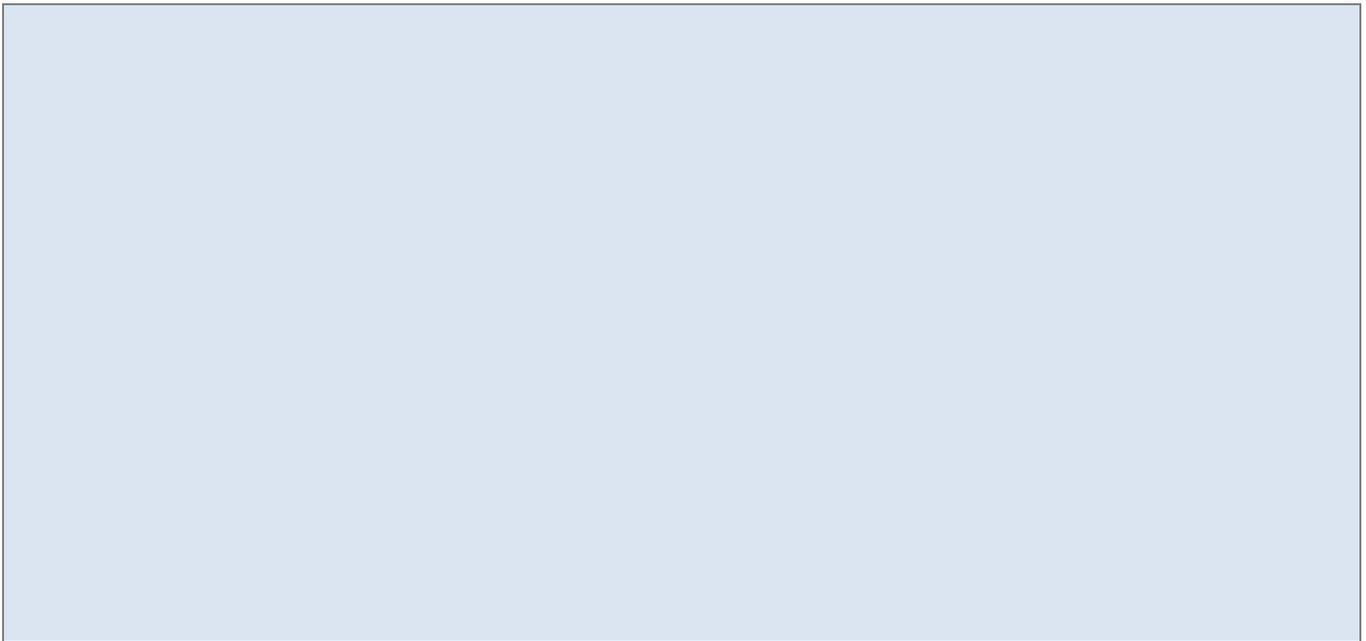
WBL Data Collection *Provide a narrative that describes how the college is currently tracking student level WBL experiences to ensure equitable WBL offerings and alignment to the regional SG21 Framework.*



GOALS - WBL Data Collection *List at least three specific goals to improve the tracking of student level WBL experiences to ensure equitable WBL offerings and alignment to the regional SG21 Framework.*



Implementation and Sustainability: How will you ensure ongoing implementation beyond the period of performance of this funding?



Program Codes: Please list the Program names, SOC codes and TOPS codes covered or included in this project.

Budget: Please provide a detailed budget, which includes budget items by object code.

Round 5: Start date: January 1, 2022 End date: June 30, 2022

Object	Classification	Itemized List of Budgeted Expenses	Total
1000	Instructional/Academic Salaries		
2000	Non-instructional/Classified Salaries		
3000	Employee Benefits		
4000	Supplies and materials		
5000	Other Operating Expenses & Services		
6000	Capital Outlay		
Total Program Costs			

Indirect is not permitted on this project.

Round 6: Start date: July 1, 2022 End date: June 30, 2023

Object	Classification	Itemized List of Budgeted Expenses	Total
1000	Instructional/Academic Salaries		
2000	Non-instructional/Classified Salaries		
3000	Employee Benefits		
4000	Supplies and materials		
5000	Other Operating Expenses & Services		
6000	Capital Outlay		
Total Program Costs			

Indirect is not permitted on this project.

Approvals: *Please include an email chain with approvals from the CE Dean responsible for this RFA, the appropriate CIO or CSSO and President with the application.*