

March 6, 2023

TO: Career Education Deans

CC: CEOs, CIOs, CSSOs

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 (Rd7)**

Please review this RFA carefully before completing the RFA Response Form for the WBL Project below. The RFA Response Form will be used to develop the contract scope of work with your college and populate the SWP workplan in the statewide system [NOVA](#).

These funds must be spent by June 30, 2024. The region will ask for preliminary progress and budget reports in, October 2023, January 2024, and April 2024 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](mailto:danene.brown@gcccd.edu)) or Kevin McMackin ([kevin.mcmackin@gcccd.edu](mailto:kevin.mcmackin@gcccd.edu)). Please submit the application to Sue Fisher ([sue.fisher@gcccd.edu](mailto:sue.fisher@gcccd.edu)) and Kay Watson ([kay.watson@gcccd.edu](mailto:kay.watson@gcccd.edu)) by April 14, 2023.

## **Section I: Introduction**

Work-based learning (WBL) is a critical strategy to support learning and prepare students for the workforce; it makes learning relevant and leads to strong labor market outcomes. 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. 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.

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 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
- Expand faculty and staff awareness and implementation of WBL through promotion, support, and coordination of the Regional Faculty Work-based Learning Professional Development or an approved local version
- Assist with the college's implementation of student level tracking of WBL experiences to ensure equitable offerings and alignment with the regional [Ensuring Equitable Work-based Learning \(SG-21\) 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 existing work-based learning data.
- Outreach to Career Education faculty and staff regarding their WBL needs and requests.

- Work with Employer Relations Liaison to help employers to identify how they can work with the college to meet 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 Ensuring Equitable Work-based Learning (SG21) Framework and tracking of WBL experiences for reporting.

### *Regional Collaboration*

- Promote, support, and 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 Relations Liaison and the Regional Employment Engagement Team.
- Partner with the Regional Employer Engagement Team to develop and share WBL opportunities and support employers' needs.
- Participate in the workgroup meetings related to work-based learning.
- 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.
- Manage, track, and report the college's WBL opportunities and placements.

### **FUNDING DETAILS**

Round 7: Up to \$75,000 per college. Funding must be spent by June 2024.

## **Section III: RFA Process**

This section outlines the RFA process, including key milestones and timeline.

### **1. Submit draft of RFA Response Form to the Regional Consortium**

### **2. Schedule and attend required consultation meeting with regional representatives**

The Regional Consortium will schedule a consultation meeting with your college after receiving the draft RFA Response Form. During the consultation meeting, the Regional Consortium team will review and discuss with the college's draft RFA Response Form. The purposes of the consultation meetings are to confirm that the college is addressing the RFA goals, identify the required deliverables, and explain how funding will be distributed. Please be aware that this will be an iterative process as it is customized to each college's intervention or project. Consultation meetings with the Regional Consortium are intended to be collaborative. Before the scope of work can be finalized, all institutions interested in responding to this RFA must have at least one project/intervention consultation meeting with the Regional Consortium.

### **3. Submit final draft of RFA Response Form to the Regional Consortium**

After completing the consultation meeting(s) with the Regional Consortium, a final draft of the RFA Response Form will be completed and submitted. The Regional Consortium and the college should have met and finalized the following:

1. Scope of work of the contract based on the RFA Response Form
2. Total funding amount for the project(s) or intervention(s)
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 report contents (e.g., what information should be included in NOVA's quarterly report to demonstrate the intervention's progress)

### **4. Execute contract with Regional Consortium**

Upon receiving the final draft of the RFA Response Form, an award letter will be sent to your institution, followed by a contract, which includes the scope of work, deliverables, etc. as discussed in the 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).

### **5. Submit quarterly reports**

It is expected that the college will submit timely progress and budget reports in October 2023, January 2024, and April 2024 to the Regional Consortium, as well as input to NOVA.

**Section VI: RFA Response Form**

*Instructions: Fill in the fields below with the appropriate information; however, this form will not be finalized until after the consultation meeting(s) with the Regional Consortium. This form will be used for the SWP workplan in NOVA and the contract scope of work with the Regional Consortium.*

**Administrators and Faculty Participating in the Project:**

Institution Name:

Project Lead(s) (First & Last Names):

Project Lead(s) Email Address:

WBL Coordinator (First & Last Name):

WBL Coordinator Email Address:

CTE Dean/Associate Dean (First & Last Name):

CTE Dean/Associate Dean Email Address:

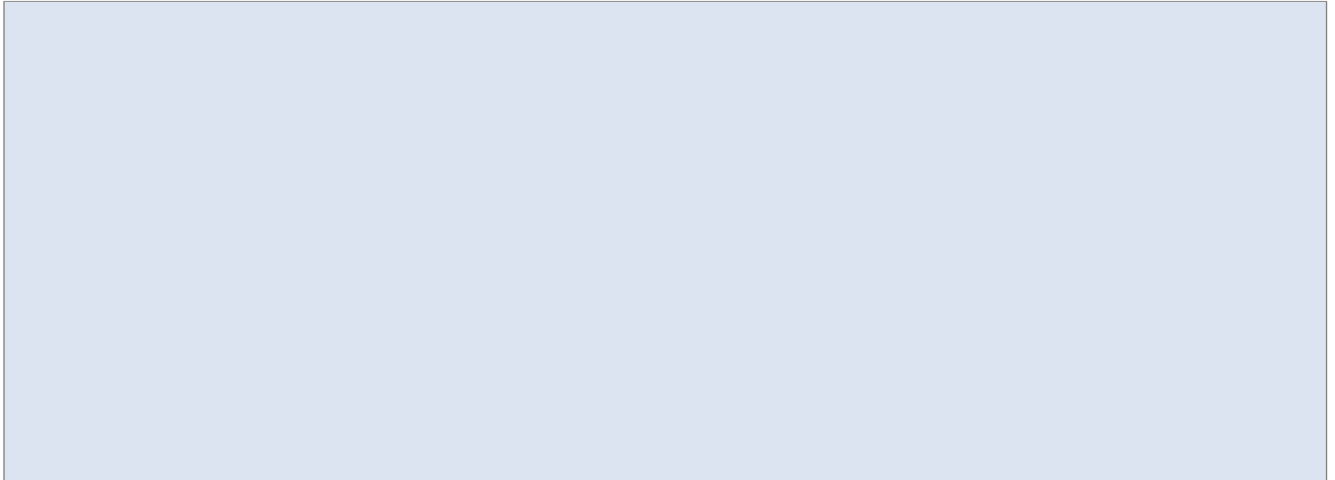
Project Fiscal Reporter for NOVA (First & Last Name):

Project Fiscal Reporter for NOVA Email Address:

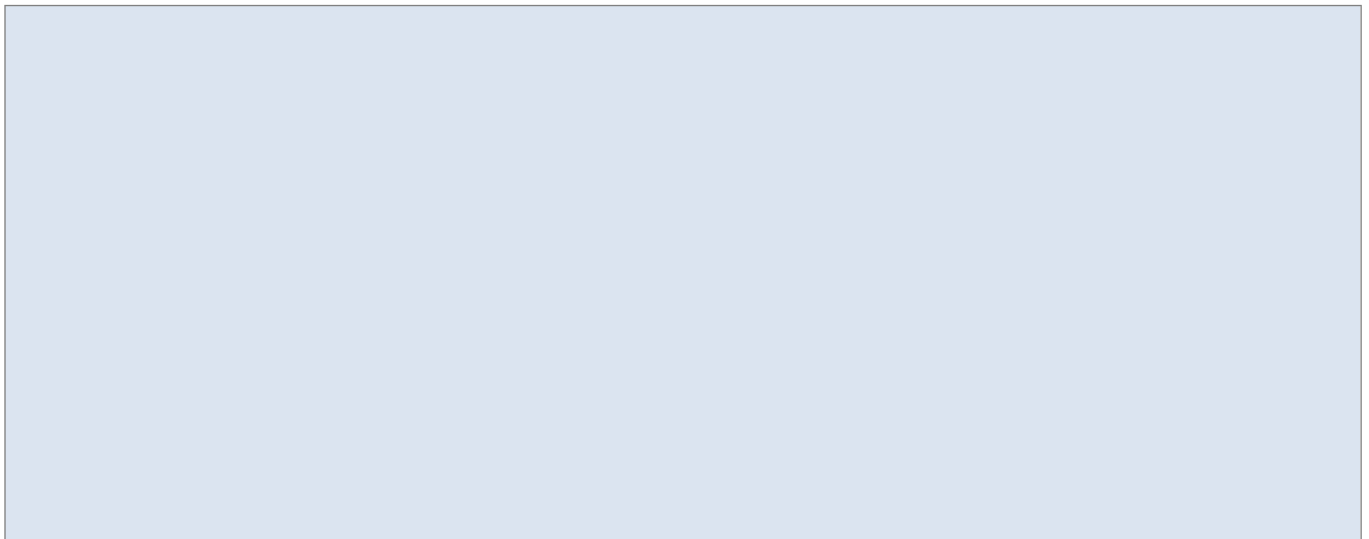
**Current WBL Practices** *Provide a narrative that describes your college's current Work-Based Learning functions, processes, and outcomes measures*

**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?

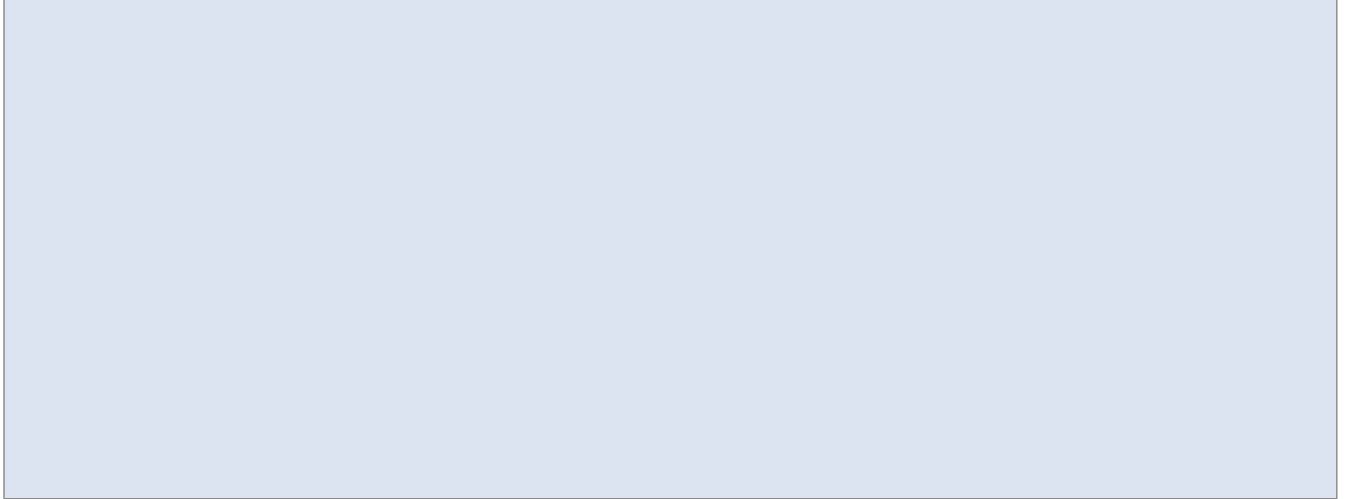


**GOALS - Work-based Learning Opportunities** *List at least three specific goals to increase WBL opportunities and how these goals will be measured.*

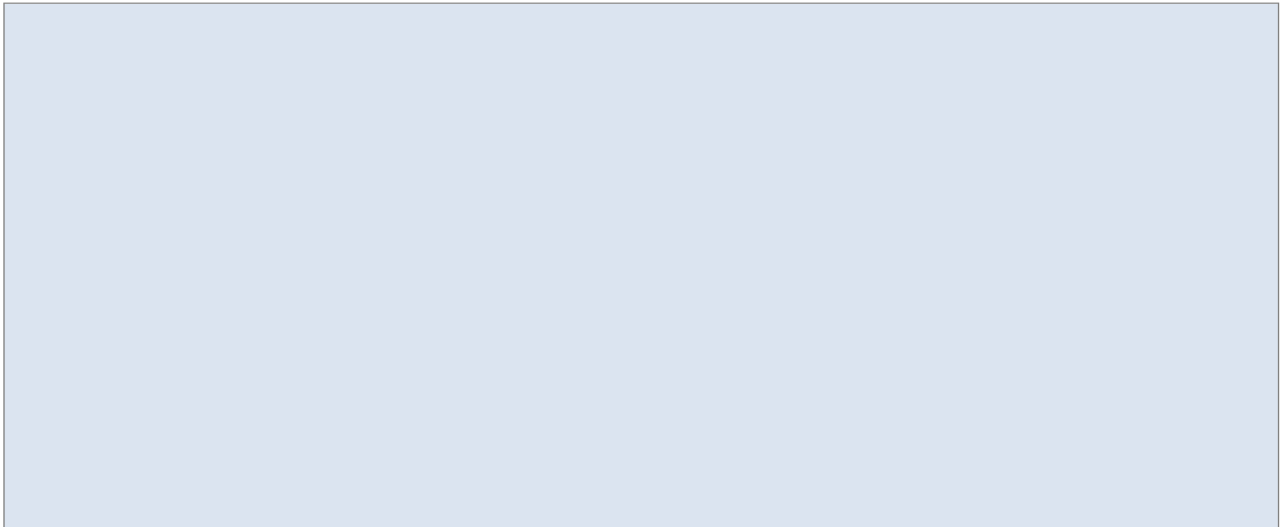


**Equity Focus** *Provide a narrative addressing each of the following questions:*

- 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.*

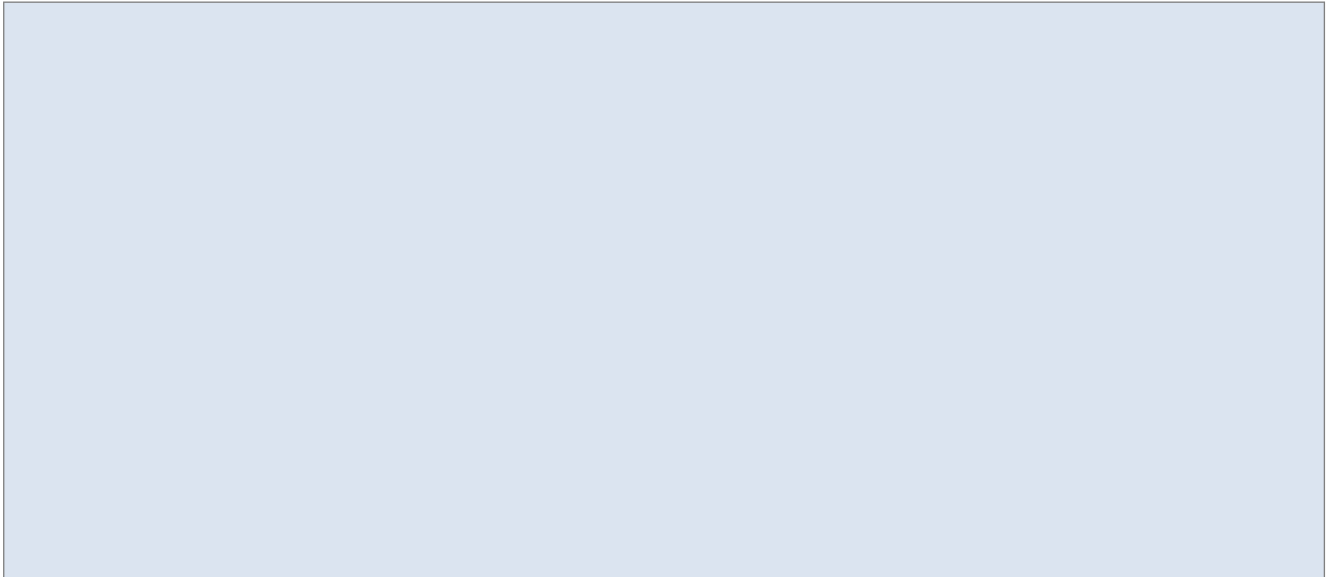


**Awareness** *Provide a narrative addressing each of the following questions:*

- 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?

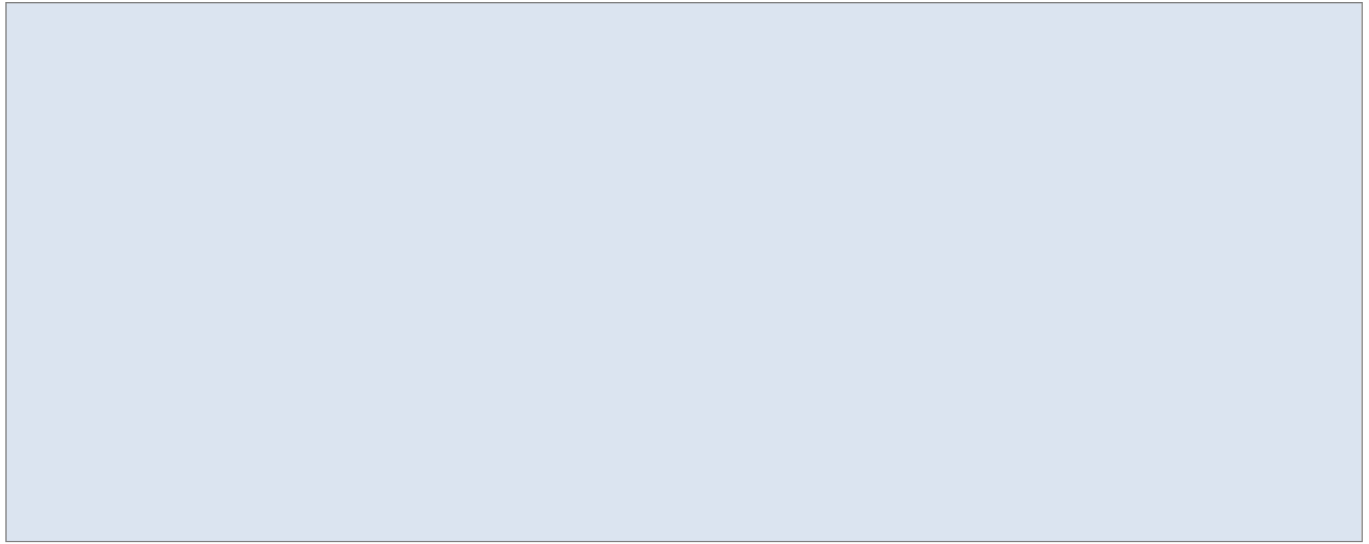


**GOALS - Awareness** *List at least three specific goals to promote the importance of WBL and support faculty and staff WBL efforts and how these goals will be measured.*

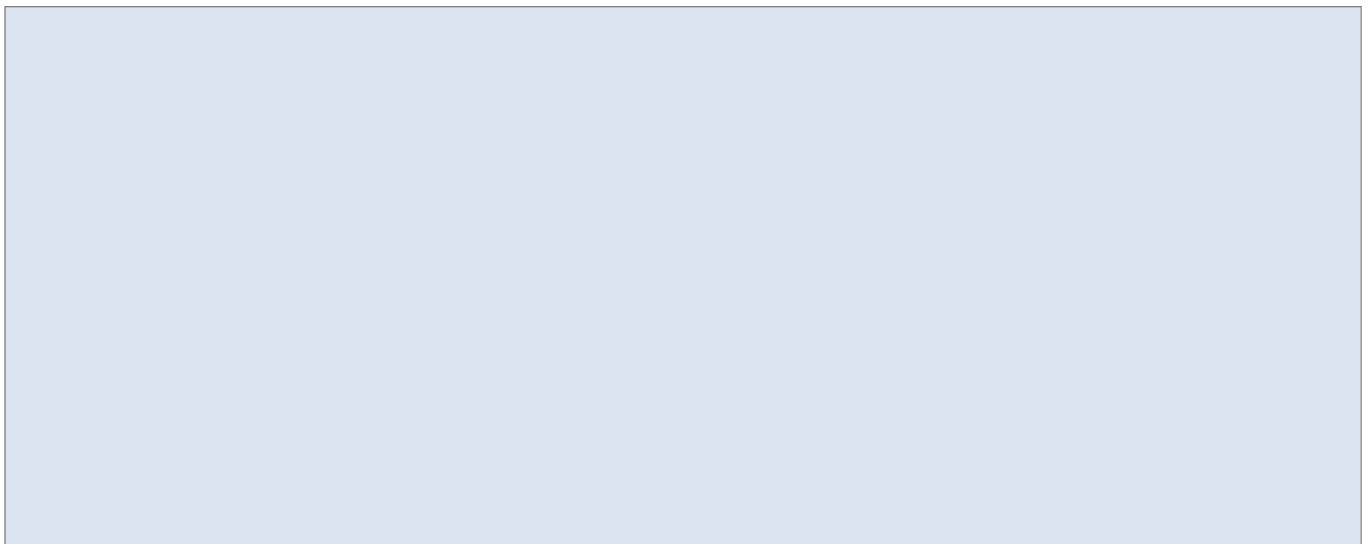




**WBL Data Collection** *Provide a narrative that describes how the college is currently tracking student level WBL experiences to ensure equitable WBL offerings and alignment to the regional SG21 Framework.*



**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 CTE TOPS codes covered or included in this project.

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

Funding Round: Round 7 up to \$75,000 (completed by June 30, 2024)

Object	Classification	Itemized List of Budgeted Expenses	Total
1000	Instructional Salaries		
2000	Non-instructional Salaries		
3000	Employee Benefits		
4000	Supplies and materials		
5000	Other Operating Expenses and Services		
6000	Capital Investment*		
<b>Total Program Costs*</b>			

\*Indirect is not permitted on this project.

**Signature Approvals:**

**Career Education Dean**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
First and Last Names (Printed)

\_\_\_\_\_  
Title

**Appropriate CIO/CSSO**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
First and Last Names (Printed)

\_\_\_\_\_  
Title

**College President**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
First and Last Names (Printed)

\_\_\_\_\_  
Title