



August 2, 2023

TO: Career Education Deans

CC: CEOs, CIOs, CSSOs

FROM: San Diego-Imperial Regional Consortium

Regional Strong Workforce Program (SWP) Request for Applications for K-14 Dual Enrollment

Please review this RFA carefully before completing the RFA Response Form for the K-14 Dual Enrollment Capacity Building 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 November 2023, February 2024, and May 2024 to assess project progress.

If you have questions about the intent and scope of this RFA, please contact Danene Brown at (danene.brown@gcccd.edu) or Leslie Wisdom, K14 Technical Assistance Provider (leslie.wisdom@gcccd.edu). Please submit the application to Sue Fisher (sue.fisher@gcccd.edu) and Kay Watson (kay.watson@gcccd.edu) by **August 31, 2023**.

Section I: Context and Purpose of RFA

For many years, the regional community colleges have explored and implemented ways in which to strengthen early college credit and dual enrollment opportunities for career pathway completion. One step in the progression of this work was the development of regionally endorsed [definitions for early college credit \(Dual Enrollment\)](#). An Articulation Credit by Exam community of practice was formed in fall 2021 and a Dual Enrollment community of practice was formed in spring 2022. Both groups continue to support practitioners in sharing resources and promising practices and finding solutions to common challenges. With funding and support from the K12 Strong Workforce Program and K14 Technical Assistance Provider, an Early College Credit and Transitions consultant was hired to specifically support the expansion of equitable, high quality dual enrollment (DE) programs in the region. As evidenced by a regional needs assessment, monthly community of practice meetings, and bimonthly office hours, it became clear that the region's colleges needed additional support to advance their equitable and intentional dual enrollment practices.

Section II: RFA Overview and Funding Allocation

The purpose of this funding is to provide seed funding to support the regional colleges in the development and implementation of a Dual Enrollment Strategic Plan. The first year of funding, Phase I, will include an assessment of the college's current dual enrollment status and practices, an inventory and analysis of courses and student demographic data, and the development of a Dual Enrollment Strategic Plan, with recommendations for improvement. Phase II will provide funding to support the implementation.

The goal of this project is to support the colleges in:

- Implementing the Chancellor's Vision 2030 strategy to expand DE opportunities for students to earn up to 12 units and participate as early as 9th grade
- Providing more equitable dual enrollment programming (with K12, Adult Education/Noncredit, County Office of Education)
- Expanding dual enrollment in CTE/CE courses
- Expanding populations served to include students under-represented in higher education (e.g. Adult Ed, Justice System Involved Youth, students with disabilities, English Language Learners, foster youth)
- Enhancing regional colleges' abilities to track and use data for informed decision making regarding local dual enrollment practices.

Phase I - Activities:

- Designate a lead for this project. The colleges may request up to \$50,000 to support this Project Lead and/or DE Project team
- Create a DE Project team. This team should include, at a minimum:
CIO/CSS/administrator, dean, dual enrollment lead, counselor representative, faculty

representative, outreach representative

It is highly recommended that DE Project teams include key personnel from K12 partners

- Assess the college's current Dual Enrollment status and practices (website, handbook, outreach materials, strategic plan, etc.)
 - Inventory of current Dual Enrollment courses and agreements
 - Analysis of Dual Enrollment student demographic data
 1. How many dual enrollments were offered by your college? How many were successful? What percent of enrollments were successful?
 2. Do you see significant gaps in success rates by ethnicity? Recommend focusing on gaps of +/-3% between highest group with more than 50 enrollments and lowest group. Which group has the highest, and what was their success rate? Which group or groups had success rates significantly lower, and what were their success rates?
 3. Do you see significant gaps in success rates by gender? Recommend focusing on gaps of +/-3% between highest group with more than 50 enrollments and lowest group. Which group has the highest, and what was their success rate? Which group or groups had success rates significantly lower, and what were their success rates?
 4. What percent of dual enrollments are CTE? What is the success rate for CTE enrollments and non-CTE enrollments?
 5. Are there differences in success rate by Industry Sector (TOP2)?
 6. What are overall success rates at each of the high schools your college offers dual enrollment? Are there any significant differences?
 7. What are success rates for the five largest courses by enrollment? Are there any patterns? Note that differences in success rates may be closely related to high school site, course, or other factors.
 - Identify equity gaps (e.g. race, ethnicity, gender, socioeconomic status, disability status)
- DE Project team holds, at least monthly, meetings
 - Early College Credit and Transitions Consultant is invited to provide technical assistance.
- DE Project team attends monthly Dual Enrollment community of practice and annual dual enrollment regional gathering
 - The first year regional gathering will be a fall kick-off event: Inquiry and Goal Setting
 - The second year regional gathering will be a fall event where the DE Project team presents their Dual Enrollment Strategic Plan

The deliverable for Phase I is the college's Dual Enrollment Strategic Plan. This plan will:

- Align with the college's Strategic Plan
- Address equity gaps, incorporate equity-minded practices, and align with college's Equity Plan
- Completion of a SWOT analysis that recognizes the college's dual enrollment strengths and accomplishments, potential enrollment management opportunities, and plans for intentional dual enrollment pathways.
- Compilation and analysis of student-level enrollment and completion data disaggregated by gender, race, ethnicity; by course, program area, pathway goal area (career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness),
- Include a plan for implementation, which consists of recommendations and activities for improvement based on gaps identified during data inquiry

Phase II (Years 2-4)

The college's Dual Enrollment Strategic Plan recommendations will be the framework for Phase II. Colleges may apply for Phase II funding.

The funds must be used to:

- Address the recommendations from the Dual Enrollment Strategic Plan
- Address issues supported by the gaps identified during data inquiry

Funds may be used for:

- Outreach, recruitment, and awareness
- Course selection, scheduling, and expansion of CTE courses
- Enrollment and student onboarding
- Faculty support – dual enrollment capacity constraints limit colleges ability to train, onboard, and support new faculty teaching high school students
- Partnership management/support – capacity constraints limit colleges ability to meet regularly with their high school or adult education partners
- Advising and wrap around services
- Dual enrollment data reporting and evaluation, DEI assessments, etc.
- Professional development, travel, equipment/supplies

Funds may not be used to:

- Hire full-time staff, remodel, or do construction work
- Supplant activities or expenses

Colleges will be expected to have continued participation in the regional Dual Enrollment Community of Practice. The deliverables for Phase II consist of an evaluation of the Dual Enrollment Strategic Plan's implementation. This evaluation will include:

- What issues and recommendations were addressed?
- How were equity gaps addressed?
- What, if any, processes/practices/procedures were put in place to address identified improvements?
- How does the implementation of the Dual Enrollment Strategic Plan align with the college's Strategic Plan and Equity Plan? Community College Chancellor's Vision 2030? Guided Pathways?
- How will the college continue to evaluate Dual Enrollment?
- How has the college's Dual Enrollment programming grown or changed to better support students?

Section III: RFA Process

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

- 1. Submit draft RFA Response Form to the Regional Consortium**
- 2. Schedule and attend required consultation meeting with Regional representatives (representatives of the colleges DE Project Team, Early College Credit and Transitions Consultant, K12 Pathway Coordinator, K14 Technical Assistance Provider)**

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 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 identified activities
3. Quarterly progress report contents

4. **Execute contract with Regional Consortium**

Once the final draft of the RFA Response Form is approved, a contract will be sent to your institution which includes the scope of work, deliverables and a budget. as discussed in the consultation meeting(s).

5. **Submit quarterly reports**

It is expected that the college will submit timely progress and budget reports in November 2023, February 2024, and May 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. This form will be used for the SWP workplan in NOVA and the contract scope of work with the Regional Consortium.

DE Project Team Members: Suggested roles to include CIO/CSS/administrator, dean, dual enrollment lead, counselor representative, faculty representative, outreach representative

Institution Name:

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

Project Lead(s) Email Address(es):

Project Lead(s) Title(s):

Dual Enrollment Faculty/Counselor/Staff (First & Last Names):

Dual Enrollment Faculty/Counselor/Staff Email Address(es):

Dual Enrollment Administrator/Designee (First & Last Name):

Dual Enrollment Administrator Email Address:

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

Project Fiscal Reporter for NOVA Email Address:

Other DE Project Team Members' names and email addresses:

Current Dual Enrollment Context: *Provide a narrative addressing each of the following questions:*

- Describe your college's current DE programming and staffing

- Submit list of DE courses and course aggregate data related to student enrollment and completion (include gender, race, ethnicity)
- Submit current budget that supports DE (including sources of funding)
- What participation and completion gaps does your current DE programming have?
- What are some of the barriers to growing and enhancing your DE programming?
- Submit a copy of a current CCAP agreement/DE MOU or a status on DE initiatives if one isn't already in place.
- Does your college contract with the Career Ladders Project for dual enrollment support?
 - If yes, briefly explain the outcomes to date:

Phase I - Start date: August 1, 2023

Phase I - End date: June 30, 2024

Funding Details

These funds cannot be used to supplant activities or expenses. For Phase I, these funds must be used to support the assessment of the college’s Dual Enrollment programming and the creation of a Dual Enrollment Strategic Plan.

Phase I: Up to \$50,000 per college. Funding must be spent by June 30, 2024.

Phase I goals must be complete to initiate Phase II.

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

Object Code	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*		
Total Program Costs*			

*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