

DATE: March 6, 2023
TO: Career Education Deans/Associate Deans
CC: CEOs, CIOs, CSSOs
FROM: San Diego-Imperial Regional Consortium

**Regional Strong Workforce Program (SWP) Request for Applications (RFA):
Strategies for Priority Occupations, Sectors, and Economies Projects**

Please review this RFA carefully before completing the *RFA Response Form* below. The RFA Response Form will be used to develop the scope of work for the contract with your college *after* a consultation meeting with the Regional Consortium.

If you have questions about the scope of this RFA, please contact Danene Brown at Danene.Brown@gcccd.edu. Please submit the completed *RFA Response Form* to Sue Fisher at Sue.Fisher@gcccd.edu and Kay Watson (kay.watson@gcccd.edu).

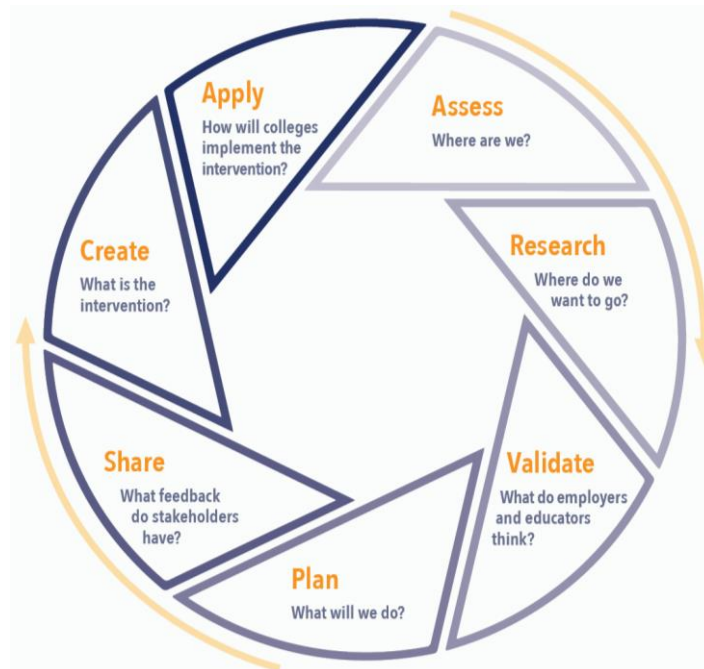
Section I: Context and RFA Purpose

This RFA specifically addresses the talent pipeline development and needs of our regional industries and employers. The purpose of this RFA is to provide funding for projects or interventions that

- 1) respond to regional industry/employer workforce needs,
- 2) address demand supported by data and research,
- 3) aim to improve specific SWP outcomes or metrics,
- 4) utilizes equitable practices, and
- 5) have a sustainability plan that examines the efficacy of the project or intervention and viability of implementing future improvements.

The Regional Consortium advises the San Diego and Imperial Counties Community Colleges to take into consideration the following continuous improvement model when applying for regional SWP funds and implementing their projects or interventions.

San Diego-Imperial Regional Consortium Continuous Improvement Model



Section II: Strategies for Priority Occupations, Sectors and Economies for Curriculum Alignment

Projects must represent high-wage, high-demand CTE occupations and be supported by Labor Market information.

Curriculum Alignment Requirement

The first step in implementing strategies is to complete the curriculum alignment process. The primary goals of curriculum alignment are to:

1. Align curriculum with the knowledge, skills, and abilities (KSAs) that employers need for targeted occupation(s)
2. Improve retention, success and completion of students in identified career pathway(s)
3. Scale institutional practices that improve equity for all students in the programs of study

All colleges must demonstrate that their curriculum is in alignment with the KSAs before implementing a project or intervention. If the curriculum is not aligned, then the college must conduct a curriculum alignment project. (The curriculum alignment process is outlined in the previous [Sector Investment RFAs](#).) Colleges must include the use of equity-minded teaching practices into the curriculum work.

Section III: RFA Process

This section outlines the RFA process, including key milestones and timeline. While the timeline below is optimal, there are opportunities to apply for funding after these timelines, depending on the availability of funds.

- 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 reports for input into NOVA in addition to quarterly project progress reports.

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.

A. Administrators and Faculty Participating in the Project:

Institution Name:

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

Project Lead(s) Email Address:

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

Project Fiscal Reporter for NOVA Email Address:

Please provide a list of other Administrators, Classified Professionals, and Faculty (Full-time and Adjunct) working on this project:

B. Target Population: Which population(s) will you target with this project? How will they benefit? For example, are certain demographics (e.g., age, gender, ethnicity) disproportionately enrolling, completing, and/or succeeding in your programs? How will this project increase representation of underrepresented groups in this sector?

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

D. Major Outcomes or Leading Indicators: What indicators or outcomes (e.g., college action plans completed) will you track to assess the efficacy of your intervention? What are the goals and intended outcomes of your intervention?

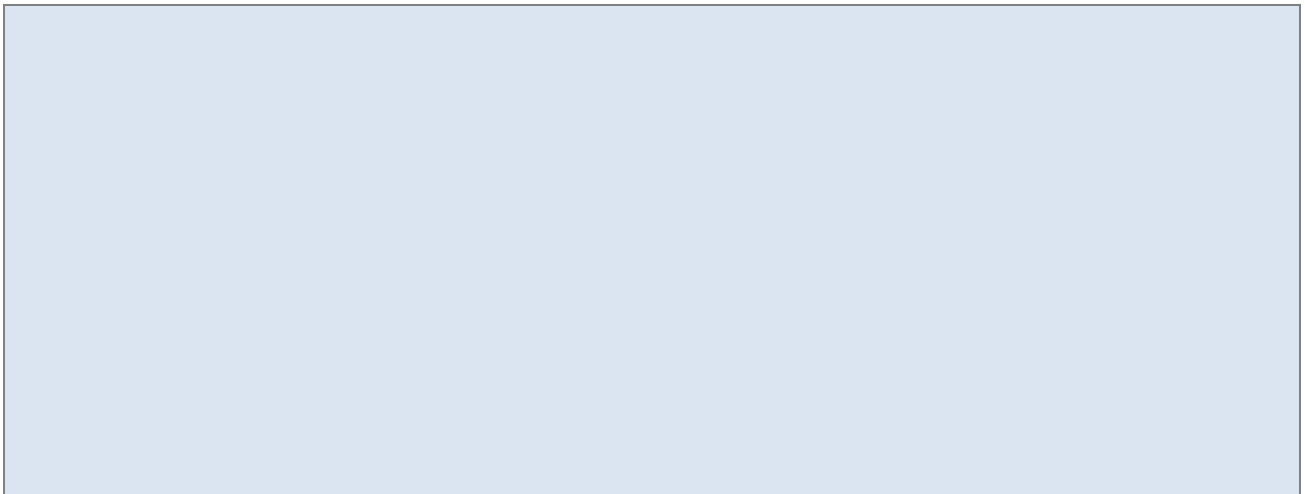
E. Metrics: Which SWP metric(s) do you expect to impact with your proposed project or intervention? Provide the baseline and baseline year. For metrics that do not apply, put “N/A.”

Metric	Baseline	Baseline Year
Number of Enrollments		
Course Retention		
Course Success		
Students Who Earned 9+ Units in a Year		
Number of Students Who Achieved a Noncredit Milestone		
Number of Students Who Got a Degree, Certificate, or Apprenticeship Journey Status		
Number of Students Who Transferred		
Job Placement		
Percentage Who Attained a Living Wage		

F. Implementation and Sustainability: How will you ensure ongoing implementation beyond the period of performance of this funding? How will you examine the ongoing effectiveness of your intervention or project?



G. Investment Plan: How will you use the funding? How you will leverage additional resources to accomplish your project goals? (For example, “The College will use local SWP funds to market our programs to increase enrollments and use regional SWP funds to increase capacity by...”) Refer to the itemized list of budgeted expenses on the following page, when necessary, to describe your investment plan.



H. Equity-Minded Practices: How will equity-minded practices (e.g., teaching, recruitment, etc.) be integrated into this project?

I. Budget: Submit a detailed budget describing how the proposed intervention will move the metrics. Please provide a detailed budget, which includes budget items by object code

Funding Round: Round 7 (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*		
Total Program Costs**			

*Colleges should not use regional SWP funds for 6000 unless there is a sustainability plan (e.g., sustained with local funds). Using funding for Capital Investment would only be appropriate to establish a classroom space for a new program or to increase capacity of an existing program.

**Indirect is not permitted on this project.

J. Signature Page

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

Addendum A: Assessment/Analysis of Enrollment, Retention, Completion, Employment and Earnings of Students in Programs (Template)

Instructions:

1. For each metric (enrollment, retention, completion, employment, and earnings), use the following template and your college's definition of these metrics to provide an assessment/analysis of your courses and department.
2. This template provides an example of how to analyze enrollment rates. Replace the gray-shaded font with the appropriate metric name when replicating this template for other metrics (retention, completion, completion, employment, and earnings).

ENROLLMENT RATES BY DEMOGRAPHIC

1. What are the enrollment rates for the community college overall, department, and course for each demographic below (i.e., race/ethnicity, gender, age group)?

Race/Ethnicity	Community College Overall %	% of Students in Course	Department %
African American	%	%	%
American Indian/Alaska Native	%	%	%
Asian	%	%	%
Filipino/a	%	%	%
Hispanic	%	%	%
Pacific Islander	%	%	%
Two or More Races	%	%	%
White	%	%	%
Other, unreported or N/A	%	%	%

Gender	Community College Overall %	% of Students in Course	Department %
Male	%	%	%
Female	%	%	%
Other, unreported, or N/A	%	%	%

Age Group	Community College Overall %	% of Students in Course	Department %
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19 or younger	%	%	%
20-24	%	%	%
25-29	%	%	%
30-34	%	%	%
35-39	%	%	%
40 and older	%	%	%
Other, unreported or N/A	%	%	%

2. Based on the student demographic data for enrollment, retention, completion, completion, employment and earnings, answer the following open-ended questions.

- a. What trends do you see among the different demographics? Do certain demographics have higher rates in your courses or department than the college overall, depending on the metric? Why do you think these trends exist?

- a. Do you have any demographics with a high retention rate, but low success rate? Conversely, do you have any demographics with a low retention rate, but high success rate? If so, why do you think these trends exist?

- b. Are you interested in increasing the enrollment, retention, success, etc. rates of a specific demographic? If so, what would be your next steps?