March 21, 2023

TO: Career Education Deans

CC: CEOs, CIOs, CSSOs

FROM: San Diego-Imperial Regional Consortium

Regional Strong Workforce Program (SWP) Request for Applications for Credit for Prior Learning (CPL) (Rd7)

Please review this RFA carefully before completing the RFA Response Form for the CPL 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) or Suzanne Sebring (suzanne.sebring@gcccd.edu). Please submit the application to Sue Fisher (sue.fisher@gcccd.edu) and Kay Watson (kay.watson@gcccd.edu) by April 14, 2023.

Section I: Context and Purpose of the RFA

Many non-traditional, adult students come to California community colleges with skills gained through military, workplace, and civic experiences. They hold industry credentials, are graduates of public service academies, and were trained for military occupations. Credit for prior learning (CPL) is a strategy to help students obtain credit for what they already know and can do, saving them time and money on their educational path. CPL is credit awarded for validated college-level skills and knowledge gained outside of a college classroom—it's a strategy to grant students credit for what they already know and can do. Across the nation, individual institutions and systems of higher education are implementing comprehensive CPL practices to help working adults reskill and achieve quality credentials that increase their economic mobility.

On September 16, 2019, the Board of Governors of the California Community Colleges approved a revision to Title 5, Section 55050 that redesigns how students at California Community Colleges receive credit for prior learning. The new regulation aims to make the process more consistent and equitable for students who come to community colleges with college-level skills and knowledge acquired in a variety of non-classroom settings. Research suggests that CPL benefits students and colleges by increasing completion and closing achievement gaps. Further, research indicates that students who earn CPL:

- are roughly twice as likely to complete a degree than those who do not;

- accumulate more credits through coursework at the institution than their counterparts, which translates to increased enrollment for colleges;

- save an average of 6-10 months in time to degree compared to their non-CPL counterparts.

In fall 2021, Regional Strong Workforce Program and IEPI funds were combined with the goal to provide support and training to the field in order to expand the existing CPL work and implement promising practices. This funding supported a faculty lead for each of the 10 regional colleges, a Train the Trainer pilot, general and specialized training, faculty professional development, a Community of Practice, a website, and marketing videos.

Section II: RFA Overview

The purpose of this funding is to continue the regional and local support for institutionalize CPL in the regional colleges. The goals for this project are to:

- Create a culture of CPL at all of the SDIC colleges and the region,

- Ensure SDIC colleges utilize superior CPL practices, and

- Evaluate and improve the effectiveness of these CPL efforts throughout the region.

To provide this continued support for the colleges, this RFA allows colleges to identify their current level of engagement with CPL and select support for the following areas of focus:

Focus 1: Getting started with CPL
- Focus on Professional Development for faculty across disciplines and counselors
    - CPL Lead will collaborate with discipline faculty to develop a standard rubric for course CPL eligibility (deliverable: rubric created)
    - CPL Lead will develop campus-specific CPL training (deliverable: training developed)
    - CPL Lead provides training to faculty and counselors (deliverable: # of faculty/counselors that attend training)
- Operational development - Promote, support, and facilitate cross-campus CPL discussions regarding processes and procedures – stakeholders may include systems analysts, articulation officer, enrollment services, evaluations, instruction staff, etc. (deliverable: # of meetings)
- Process development - Support the development of student-centered processes and procedures for CPL (deliverable: processes identified and approved via shared governance – may include process map for students, CPL information landing page on website, etc.)
- Regular meetings with Regional CPL coach – (minimum 1 per month)

Focus 2: CPL Implementation
- Engage and collaborate with discipline faculty to regularly identify areas of opportunity to support greater awareness and expansion of CPL eligible courses
    - Faculty expand number of courses eligible for CPL (deliverable: # of courses eligible)
- Operations
    - Development of necessary technical requirements to implement process (student-centered electronic petition form, webpage, transcript, etc.) (processes and/or materials developed)
- Regular meetings with Regional CPL coach – (minimum 1 per month)

Focus 3: CPL Launch
- Continued expansion of number of courses (# new courses made eligible)
- Training on CPL processes to staff and counselors (# trainings and # of people attended)
- Pilot project – work through process with small number of faculty and students (# of students provided CPL)
- Regular meetings with Regional CPL coach – (minimum 1 per month)

Focus 4: CPL Expansion
- Large scale marketing to students (marketing plan and content created i.e., social media campaign, etc.)
- Number of students provided CPL
- Regular meetings with Regional CPL coach – (minimum 1 per month)

Other CPL Needs: If a college identifies another CPL need, including the need for funds exceeding the $15,000 college allocation, please describe need in the RFA application.

FUNDING DETAILS

Round 7: **Up to $15,000 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 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, the college will submit a final draft of the RFA Response Form. 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. 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**
    Your RFA will become the scope of work for your contract.

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):
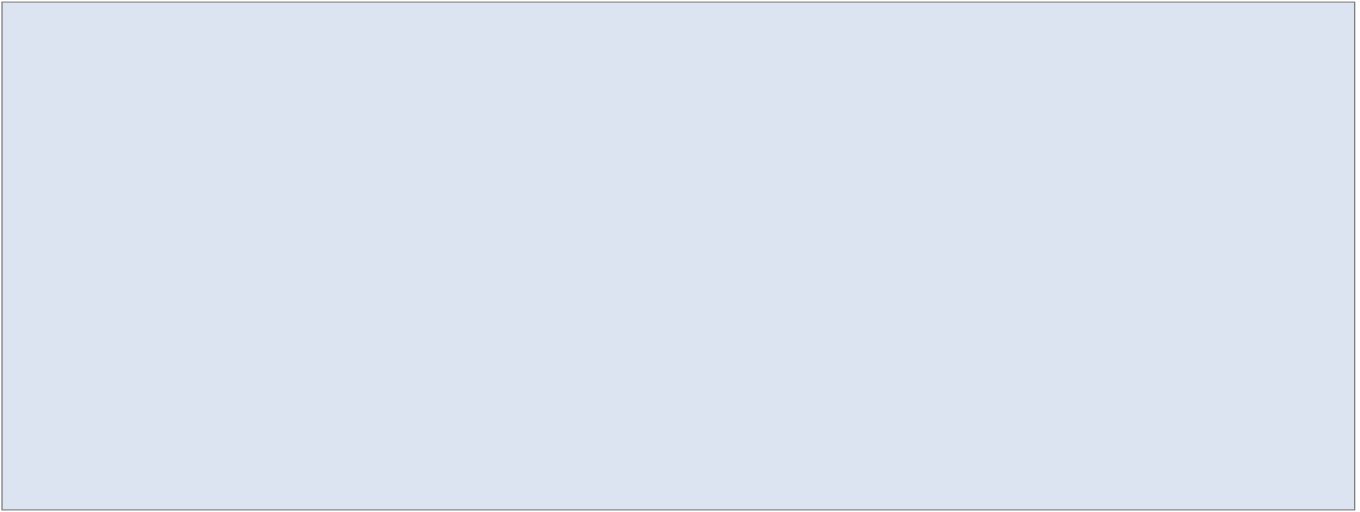
Project Lead(s) Email Address:

CPL Coordinator (First & Last Name):

CPL Coordinator Email Address:

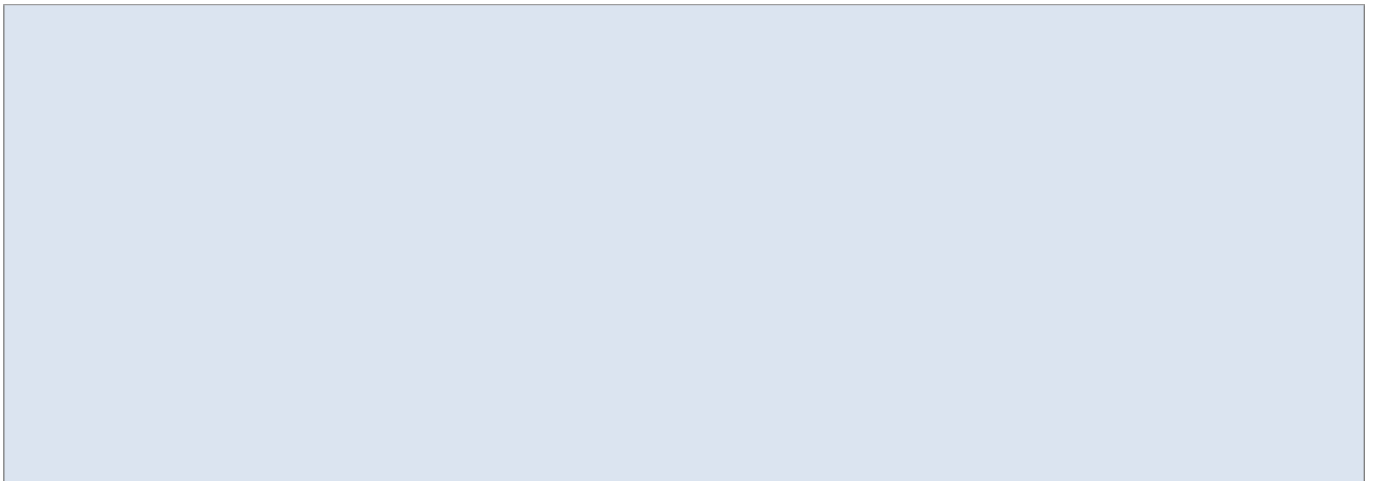Project Fiscal Reporter for NOVA (First & Last Name):

Project Fiscal Reporter for NOVA Email Address:

Current CPL Practices *Provide a narrative that assesses your college's current Credit for Prior Learning practices, processes, and goals.*
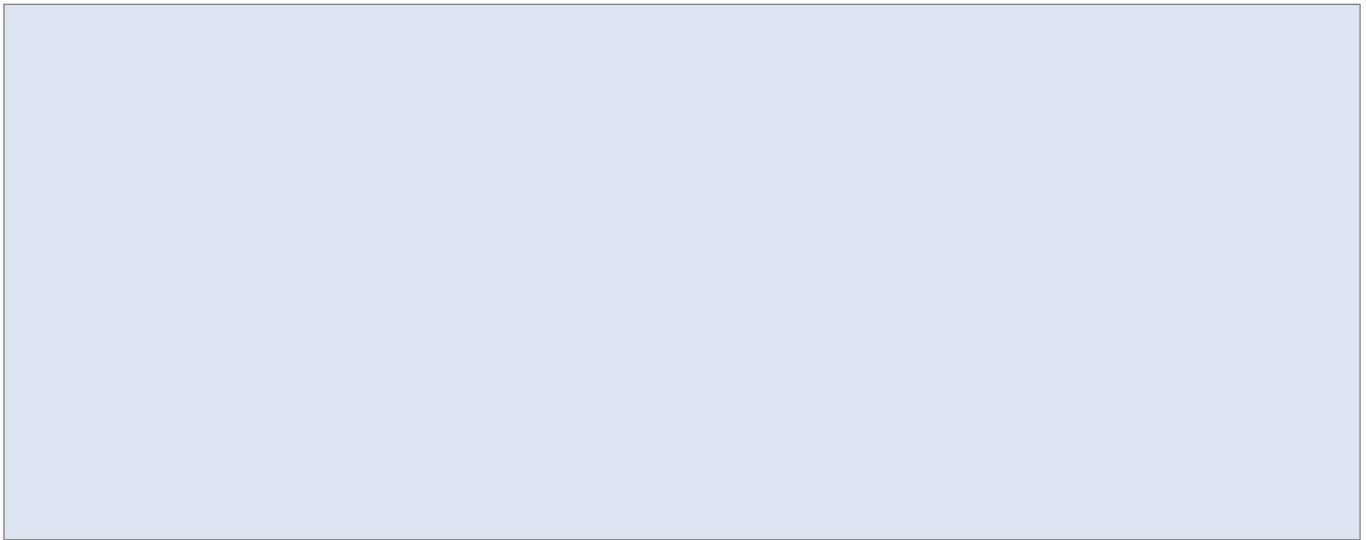
Credit for Prior Learning Opportunities *Provide a narrative addressing each of the following questions:*
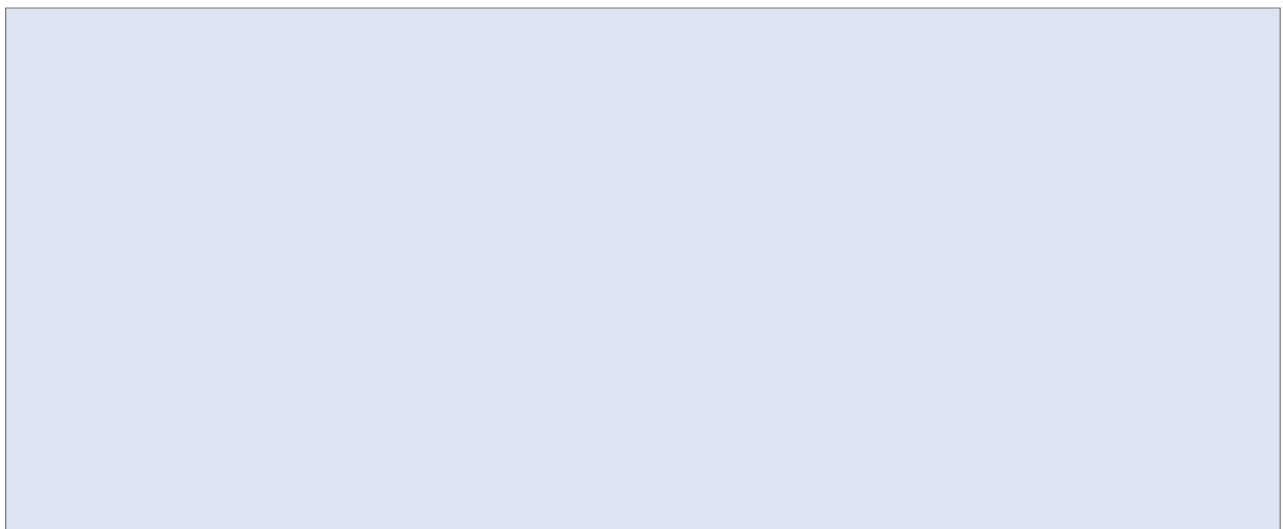
- How will area(s) of CPL focus be identified?
- How will these funds be used?
- How will these funds be used to create a CPL culture at the college and in the region?

GOALS – Credit for Prior Learning Opportunities *List at least three specific goals to address CPL institutionalization and how these goals will be measured.*

Equity-Minded Practice *How will equity-minded practices (e.g., curriculum, professional development, etc.) be integrated into this project?*

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?*

Program Codes: *Please list the 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 (completed by June 30, 2024) $15,000

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		
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