**October 1, 2019**

TO:      Career Education Deans

             Chief Instructional Officers

             Chief Student Services Officers

FROM:  Chito Gutierrez, Director of Operations

             The Foundation for Grossmont & Cuyamaca Colleges

### Regional Strong Workforce Program Scope of Work

Please complete the form attached with the details of your SWP Project Plan.  This will be used as a scope of work for the contract with your college.  This is also the information needed to submit a Strong Workforce Plan in the statewide system NOVA.

If you have questions about this request, feel free to contact Ben Gamboa at bgamboa@sdccd.edu, or Mollie Smith at mollie.smith@gcccd.edu or (619) 644-7815.

This position will be under the purview of the Career Education Division at each college.

**Proposal Submission:**  Submit your proposal by email to Chito Gutierrez, Director of Operations, The Foundation for Grossmont & Cuyamaca Colleges a chito.gutierrez@gcccd.edu

**Deadline:**  November 30, 2018, at 5:00 p.m.

**Regional Strong Workforce Project**
**Scope of Work**
**Project:  Work-Based Learning Coordination**

**Purpose of the Project:**

The purpose of this project is to establish and institutionalize Work-Based Learning (WBL) function at each college that will provide all students with a continuum of critical experiences and support to deepen classroom learning and facilitate employment.  This RFA is specifically for the function of WBL coordination at each of the ten community colleges.

**Requested Scope of Work:**

WBL facilitates classroom learning in both academic and technical subjects, as well as supporting development of transferable 21st century employability skills.  It also provides direct exposure to workplaces which facilitates career exploration and visibility with employers, resulting in opportunities for employment.

The purpose of this RFA is to support the release of one (1) to three (3) faculty members for up to 1.0 FTE at each of the ten colleges to coordinate WBL, within the context of the Work-Based Learning and Job Placement (WBL&JP) regional Strong Workforce Program implementation.  This is a two-year project to launch WBL coordination efforts and ensure sustainability through professional development and development of tools and processes that can support institutionalization of the functions and ongoing implementation.

The SDI Regional Strong Workforce vision is that every CE student has the opportunity to engage in work-based learning while earning a credential, certificate or degree.

Functions will include:

Assessment
- In the context of implementation of the WBL&JP Workgroup Action Plan, work with CE Deans and faculty and/or research staff at each college to assess the needs for work-based learning at each campus, including needs along the full continuum of WBL ranging from exploratory activities to internships.

Development
- Work with the WBL&JP Workgroup in establishing a widely accepted definition of WBL.
- Work with the WBL&JP Workgroup to help identify and adopt resources to facilitate implementation of WBL services at the ten SDI regional colleges.

Planning and Work Flow Development
- With the WBL&JP Workgroup, establish a work flow, including: ongoing communications/marketing (with faculty and students); ongoing needs assessment (with faculty, CE staff, and students); coordination with job development (with DSNs or other developers of opportunities); placement functions (with students); coordination with the job placement case manager to facilitate transition of internships to jobs; and reporting, harnessing technology when available and as appropriate.

- With the WBL&JP Workgroup and working closely with the SWP Employer Engagement Workgroup, regional job developers, and Deputy Sector Navigators (DSNs), identify disciplines or career pathways to be targeted for work-based learning and/or craft another strategy that will facilitate a systematic and feasible approach in alignment with regional goals.

Implementation

- Maintain active communication with faculty and staff to stay apprised of WBL needs and requests.
- Work closely with the SWP Employer Engagement Workgroup and Deputy Sector Navigators (DSNs) to communicate college WBL needs and requests on behalf of faculty and students, and to stay apprised of available WBL opportunities.
- Communicate WBL opportunities to faculty and CE staff; work with faculty and CE staff to offer opportunities through their classes.
- Conduct outreach to specific deans and faculty based on regional employer engagement priorities and availability of opportunities.
- Work with CE staff to communicate the availability of opportunities to students directly.
- Manage WBL placement processes (both manually and online, as appropriate; see Technology implementation below).
- Collaborate with faculty and CE staff to support students in preparing for WBL, reflecting on their experiences, and planning for subsequent experiences, transfer, and employment.
- Promote quality in WBL by implementing and disseminating information about best practices.

Ongoing regional collaboration

- Work with the WBL coordinators at other colleges to share learning and identify opportunities for developing regional experiences, such as regional industry tours or internships.

Reporting and Improvement

- Work with faculty and staff to obtain feedback and assessments from employers and students to inform program improvement.
- Manage reporting of results to deans, faculty, administrators and DSNs, as well as regional leadership through the WBL&JP Workgroup.
- On a quarterly basis, identify areas of improvement needed to support greater use of WBL as an instructional strategy, as well as a strategy to boost job placement outcomes.

Professional Development

- Work with the WBL&JP Workgroup to provide professional development to establish common understanding of WBL, quality in WBL practice, and strategies for embedding WBL into curriculum.

Technology Implementation

- Work with the WBL&JP Technology Sub-group to implement technology solutions for WBL and job placement, including assisting with piloting, tracking pilot results, and making recommendations for system development and improvement.
- Participate in training on the use of technology to support WBL and take leadership in training other faculty

**Which Task Force Recommendations does this meet?**

 2.  Student Success:  Improve CTE student program and outcomes.

**Regional Strong Workforce Implementation Recommendations:**

**5.  Applied and work-based learning**
    5.1  Rigorous applied and work-based experiences for all
    5.2  Applied learning strategies integrated into coursework
    5.3  Continuum of work-based learning for all
    5.4  Embedded practice-based experiences
    5.5  Industry-informed projects to address transportation issues
    5.6  Regional approach
    5.7  Engagement with the Workforce Development Council to identify regional employer resources by sector
    5.8  Coordination with faculty to support and expand upon employer contacts
    5.9  Adequately resourced and coordinated employer engagement
    5.10 Assessment and measurement

**8. Employment preparation**
    8.1  Comprehensive and coordinated employment preparation and job placement
    8.2  Staffing for employment preparation and job placement
    8.3 Tracking and dissemination of employment data

**PLEASE COMPLETE THE SECTIONS BELOW**

**Industry Sector:**  All sectors

**Start date:** January 1, 2019

**End date:**  December 31, 2021

**Lead Institution:**

**Description of Project:**

**What needs motivate this project and how will the project address these needs?**

**Target Population:** (*What is your target population for the WBL component?  Who will you reach out to?)*

**Action Plan:** *(What are the major activities and outcomes? Please complete the following action plan with the timeline or due date for the period from January 15, 2019-December 15, 2021*.)

**Year 1-January 15, 2019-January 14, 2020**

| Action Plan | | |
|---|---|---|
| **Major Activities** | **Timeline or Due Date** | **Major Outcomes** |
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**Year 2-January 15, 2020-December 15, 2021**

| Action Plan | | |
|---|---|---|
| **Major Activities** | **Timeline or Due Date** | **Major Outcomes** |
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**Investment Plan:**




**Strong Workforce Metrics and leading Indicators that you expect to impact with this project, with Baseline & Baseline Year:**

*Relevant Strong Workforce Metric (e.g. number of students placed in jobs):*




Relevant Leading Indicators to mark progress:

1. Number of WBL activities offered, by type of activity.

2. Number of students accessing WBL, by type of WBL opportunity (Note, includes the full range of learning opportunities, from career fairs and industry speakers to internships, paid co-operative work experience, clinical placements, and apprenticeships).

3. Number of faculty attending WBL professional development.

*A WBL Inventory is being conducted at each campus to collect data on WBL offerings and student participation—indicators 1 and 2 above. Please describe how you will collect data on indicator 3.*

**Recommendations for Next Steps:** *Please describe plans for ensuring institutionalization of the work after the end of this funding:*

**Name(s) of individual(s) who will serve as WBL Coordinator(s):**

**Responsible Person and Contact Information:**

Name:

Email:

Phone Number:

**Total budget:** Up to $100,000 per year for 1.0 FTE faculty member(s).  This funding is available for 2 years.

**1 Year Budget Breakdown:**

| 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 Outlay | | |
| 7000 | Other Outgo | | |
| | | **Total Program Costs** | |

Indirect is not permitted on this project.