



California  
Community  
Colleges

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
Workforce and Economic Development Division**

**PART 1 - LETTER OF INTENT  
REQUEST FOR APPLICATIONS (RFA)**

**For**

**Pilot Colleges to Participate in the**

**Invention and Inclusive Innovation (i3) Initiative**



**invention &  
inclusive  
innovation**

Powered by California Community Colleges

## **Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent**

### **BACKGROUND**

The Invention and Inclusive Innovation Initiative (i3) is led by the California Community Colleges Chancellor's Office Workforce and Economic Development Division (WEDD) in collaboration with the Lemelson-MIT program (LMIT), and the National Association of Community Colleges in Entrepreneurship (NACCE). The initiative seeks to invest in the State's economic growth and global competitiveness through career education with the introduction of invention, innovation and entrepreneurial mindset skills to students. The initiative utilizes a student-centered experiential learning approach, across multiple disciplines to empower student learning.

At the core of the initiative is expanding diversity, equity, and inclusion by inviting students of all racial backgrounds, age, economic and geographies to gain exposure and confidence in career pathways, including science, technology, engineering, and math (STEM). Preparing community college students, particularly women and people of color, with an entrepreneurial mindset, regardless of their career interest, will give them the competitive edge they need to land jobs in their field of study or to create their own business venture. Training these students with 21<sup>st</sup> century skills is how the California Community Colleges will contribute to breaking the cycle of poverty and give community college students, their families, and their communities the opportunity for true economic mobility.

The initial program prototype phase was completed in Summer of 2021 with four pilot colleges – Chaffey College, College of the Desert, Modesto Junior College, and Sierra College. Faculty teams from each pilot college received training and support from the Lemelson-MIT (LMIT) team, and successfully delivered a pilot workshop or course to students. During the initial program prototype phase, colleges offered summer offerings, ranging from over a number of weeks to short intensive workshops, and created embedded offerings into credit and noncredit courses during a full semester.

The Chancellor's Office intent is to expand the i3 program to up to 20 additional California community colleges, to further test the program prototype through the learning experiences of and implementation by additional colleges. This opportunity provides colleges to work together with program partners to identify the best pilot offering for their college.

**Additional Information:** Please see the Chancellor's Office [website](#) for more information about the i3 Initiative, and the student [documentary video](#) about the i3 pilot workshop at Chaffey College.

# Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

## PART 1: LETTER OF INTENT

The purpose of the Letter of Intent is to solicit and identify colleges wishing to experience and participate in the i3 initiative. Based on the Letters of Intent submitted to the Chancellor's Office, a competitive Request for Application (RFA) may be issued subsequently to fund up to 20 colleges, at \$125,000 award per pilot college, or a lesser group of colleges may be selected from the Letters of Intent submitted.

There are holistic benefits in participating in the i3 program for the pilot college including the potential to:

- increase enrollment by improving the student experience through training for 21<sup>st</sup> century skills,
- elevate the role of faculty in innovative practices of teaching and learning, and
- advance the college's reputation as a leader in innovation to attract partners and new funding opportunities.

The grant funds are for selected pilot colleges to support costs associated with the i3 pilot program:

- Faculty time to engage in
  - A four-month orientation and training process to learn the invention education content
  - Opportunity to learn through observation of i3 offerings in progress
  - Attend meetings for planning and design of a pilot offering to be delivered, as well as office hours with experts in the planning and design process
- Offset the cost of implementing pilot offerings by the college following the completion of faculty training and offering design phase

Colleges are encouraged to utilize other funding sources (e.g. Strong Workforce, Perkins, Adult Education, Student Equity and Achievement, etc.) to support and sustain this program upon grant completion.

**Grant Duration:** The grant duration is for 15 months, and is expected to begin **April 1, 2022, through June 30, 2023.**

**Summary Grant Activities:** The following is an outline of the project deliverables. Grant funding is based on completion of the project deliverables. Grant Funds will be paid upon the completion of each deliverable, via a submitted invoice regardless of actual expenditures incurred.

### 1. Finalize the Pilot Project Team and Supporting Cast

- Confirm two grant sponsors or champions (CIO and CTE Dean or equivalent administrators) at the college to support the project and attend leadership meetings (estimated to be one hour monthly). These sponsors are identified in the Letter of Intent application.

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

- Confirm a three-member faculty team to participate in the faculty orientation and onboarding training, design, and delivery of the pilot offering. It is recommended that the faculty team consists of one faculty representing each of the following three discipline areas: Humanities, Business, and STEM. These roles are identified in the Letter of Intent application.
  - Inform and confirm additional relevant parties at the college referred to as “supporting cast” to maximize success and to further enrich the pilot offering. (i.e., Communications or Public Relations, Counseling Dept, Workforce Development, Associated Student President, etc.).
2. **Attend and participate in project meetings and convenings** (estimated to be up to 5 hours per week for faculty over the grant period, with approximately 80 hours front loaded in the first 3 – 4 months) working with program partners, in designing program offering, delivery and continuous improvement.
  3. **Plan, design and deliver i3 pilot offering** to students and college community.
  4. **Pilot college team to attend or participate in conferences, research interviews, or other events** to highlight the i3 program (grants funds may be used for any travel related expenses) as requested.
  5. **Submit final report** to the Chancellor’s Office upon completion of grant deliverables.

| Activity   | Deliverable   | Milestone  |
|--|---|--|
| 1. Finalize the Pilot Project Team and Supporting Cast | <ul style="list-style-type: none"> <li>● Attendance/participation in i3 kickoff meeting</li> <li>● Document outlining:                             <ul style="list-style-type: none"> <li>○ Finalized Pilot Project Team including names and contact information of grant sponsor or champions &amp; faculty team, their roles, backgrounds, and experience</li> <li>○ Finalized Supporting Cast including names and contact information of supporting cast and their roles and responsibilities to enrich the program prototype</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● April 1, 2022 – April 20, 2022</li> <li>● Document due by the start of NACCE make/SHIFT (April 20, 2022)</li> </ul> |
| 6. Attend and participate in project meetings and      | <ul style="list-style-type: none"> <li>● Attend make/SHIFT conference in San Diego, CA on April 20-22, 2022 (Grant funds can be used to</li> </ul>  | <ul style="list-style-type: none"> <li>● Monthly journal entries beginning May 1, 2022</li> <li>● Work Plan – June 1, 2022</li> </ul>                        |

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

| Activity  | Deliverable   | Milestone   |
|---|---|---|
| convenings, working with program partners, in designing program offering, delivery and continuous improvement.                            | reimburse for the cost of travel & accommodations.)<br>• Journal entries on <i>NACCE Meets</i> to capture status updates, reflections, barriers/challenges, lessons learned, suggested improvements, etc.<br>• i3 Work Plan including pilot offerings, budget, and known barriers/ challenges |   |
| 2. Plan, design, and deliver i3 pilot offerings   | • Documented outline of the offering prior to execution of each offering<br>• Documented results/ observations of each executed offering  | • First offering to be held no later than Fall 2022<br>• Plan to be submitted 8 weeks prior to start of each offering<br>• Results/observations to be submitted 4 weeks after completion of each offering |
| 3. Attend/participate attend or participate in conferences, research interviews, or other events to highlight the i3 program as requested | Documented conference/ event feedback and learnings via journal entries on <i>NACCE Meets</i>   | Monthly, as appropriate   |
| 4. Submit final report  | Final report document   | June 30, 2023   |

### Written Response:

Interested colleges must provide the completed and signed Letter of Intent (see Appendix A for Letter of Intent Template) and include the written responses to the items below (maximum of 4 pages with size 12 font for all responses).

1. Please provide current college student demographics and identify students or community groups who will be targeted and recruited to the program. Describe your counseling and career services for underserved populations.

## **Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent**

2. Based on description of the i3 program, in what way or how do you see your students and the college benefiting from participating in this effort?
3. Please describe the perceived benefits of the college assembling a cross-disciplinary faculty team (humanities, business, STEM) to participate in training over the grant period? Are there any anticipated barriers in assembling a cross-disciplinary faculty team?
4. Please describe how your college would determine which faculty would be the best fit (for example experience, interest, and commitment) for participation in this program to ensure successful project completion?
5. Please describe the college's current method(s) in which faculty would be compensated for participation in this grant project.
6. Please explain which department or area this program would best be housed at your college and why?
7. Please describe the college's goal/experience in growing student engagement in entrepreneurial projects? Why is this important to the college?
8. Please provide the college's experience working with the community to expand and grow the local/regional entrepreneurial ecosystem, and what current programs are already in place, if any, that are available to support this effort.
9. Please describe programs that the college considers to be innovative that are currently being delivered on campus, including any innovative practices in teaching and learning.
10. Please explain how the CIO and CTE Dean would engage and support faculty during the pilot project and in the delivery of a pilot offering?
11. Please indicate if college faculty is currently utilizing NexusEdge application within its Canvas instance.
12. If applicable, please provide names of faculty and their disciplines at your college who are currently involved with LMIT InvenTeams at local high schools.
13. Please provide an estimate for how the \$125,000 in grants funds would be utilized, including estimated amounts for faculty salaries, benefits, and other anticipated expenses in delivery of a pilot offering, and include narrative to explain expenditures.
14. Please identify other sources of funds available at your college that could be utilized to support the i3 program during and beyond the grant period. Please include description of any sources of match or leveraged funds.

## **Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent**

**Letter of Intent Submission:** The Letter of Intent must be signed by the authorized district/college signatories and submitted to the Chancellor's Office **via email** [wedd@cccco.edu](mailto:wedd@cccco.edu) by **5:00 p.m., Friday, February 15, 2022.**

**Please note:** Grant funds may not be used for student stipends, internships or other methods to pay students for participation in the Invention and Inclusive Innovation Initiative (i3) pilot offering. Match is not required but colleges are encouraged to show how other funds will be leveraged.

### **Faculty Participation in Training Only Option:**

Any college interested in sending a faculty team described above for participating in the training component of the pilot only, please provide written responses for all items except #10, 13 and 14. Please check the appropriate option on the Letter of Intent.

### **Funding Opportunity Information Session:**

There will be a Funding Opportunity Information Session on **Friday, January 14, 2022 from 12:00 – 1:00 p.m.** to present an overview of the project and answer questions.

Registration is required.

**Registration link:** [https://cccconfer.zoom.us/webinar/register/WN\\_-K21oHdrRTK3\\_sAS7-9NrA](https://cccconfer.zoom.us/webinar/register/WN_-K21oHdrRTK3_sAS7-9NrA)

**Participant Passcode:** 477528

Please note that attendance at the virtual Funding Opportunity Information Session is not required for submission of an application.

### **Questions:**

Please submit any questions about this funding opportunity to [wedd@cccco.edu](mailto:wedd@cccco.edu).

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

### APPENDIX A Glossary of Terms

| Term                               | Definition  |
|------------------------------------|---|
| <b>Community of Practice (CoP)</b> | A group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. <i>NACCE Meets</i> hosts the i3 Community of Practice.   |
| <b>Entrepreneurial Ecosystem</b>   | A community of interdependent actors and players collaborating to support a shared vision to use an entrepreneurial mindset to address local community challenges. This will include a supporting cast from each college (e.g., communications or public relations, counseling department, Academic Senate, college foundation, school clubs, etc.), as well as community support to help colleges create/expand their entrepreneurial ecosystem. Examples include foundations, industry mentors, partnerships with UC and CSU to increase transfer, internships with industry partners, in-kind sponsorship, and angel investors/philanthropists to offer seed funding at a later stage.             |
| <b>Experiential Learning</b>       | A student centered and engaged learning process where students “learn by doing” and by reflecting on the experience. The process of learning invites individuals to understand themselves as a learner, and empowers students take charge of their own learning and development. The approach provide students the space to reflect, conduct critical analysis and synthesis, and encourages students to take initiative, make decisions, and be accountable for their results. Experiential learning also stimulates academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. |
| <b>Invention Education</b>         | An instructional approach that address the need for creative problem solving that draws on expertise from multiple disciplines, cultural knowledge, and a diverse range of lived experiences to construct solutions to real-world challenges. The growing dialog about invention education assumes that creativity and inventiveness needed to create new and novel, useful, and unique solutions can be nurtured and cultivated in people of all ages and from diverse walks of life.  |
| <b>NACCE Meets</b>                 | An online community hosted by The National Association for Community College Entrepreneurship (NACCE). NACCE members are given login-required access to forums/discussion threads, content libraries, and member directories based on their Center & Community of Practice involvement.   |

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

|                       |  |
|-----------------------|--|
| <b>NexusEdge</b>      | A Canvas app that integrates and optimizes course material utilization (content and assessments) in classroom instruction where students receive digital credentials upon completion of assignments.<br><a href="https://www.nexusedge.com/">(https://www.nexusedge.com/)</a>  |
| <b>Pilot Offering</b> | Initial offering of i3 curriculum by the pilot college. The format could range from a summer intern-style program to a short, intensive workshop (e.g., 50 hours in two weeks) to integration into a semester-long course to something in between. Learnings from this initial pilot offering are intended to be integrated into the college’s future offerings. |



# Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

## APPENDIX B

### Letter of Intent to participate in the Invention and Inclusive Innovation (i3) Initiative with the California Community Colleges Chancellor’s Office

I hereby certify that [Insert College Name], within the [Insert Name of CCC District], intends to participate in the i3 initiative, and if selected for a grant award, will select and commit the required faculty team, and college resources to implement the i3 offering at our College.

Additionally, [College name] have attach a written summary response (maximum of 4 pages) to the fourteen prompts identified in the Letter of Intent Notice

I understand that by submitting this signed Letter of Intent, [College name] is willing to commit college personnel and resources required and necessary to support and ensure the success and completion of the i3 program scope.

#### Faculty Participation in Training Only Option:

For colleges interested in sending a faculty team described above to participate in the training component of the pilot only, please provide written responses for all items except #10, 13 and 14. Please check this option \_\_\_\_\_.

|   | Signatures |
|---|------------|
| District/College Chief Executive Officer<br>Name, Title     |            |
| District/College Chief Instructional Officer<br>Name, Title |            |

DATE: \_\_\_\_\_

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

**College/District Contact List:**

| Pilot Project Team              |      |       |                 |
|---------------------------------|------|-------|-----------------|
| Role                            | Name | Title | Email and Phone |
| CEO                             |      |       |                 |
| CIO                             |      |       |                 |
| CTE Dean                        |      |       |                 |
| Faculty (Business)              |      |       |                 |
| Faculty (Humanities)            |      |       |                 |
| Faculty (STEM)                  |      |       |                 |
| Faculty (additional, optional)  |      |       |                 |
| Supporting Cast                 |      |       |                 |
| Academic Senate President       |      |       |                 |
| Communications/Public Relations |      |       |                 |
| Workforce Development           |      |       |                 |
| Counseling Department           |      |       |                 |
| Director of Foundation          |      |       |                 |
| Student Support Services        |      |       |                 |
| Associated Student President    |      |       |                 |

# Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

## APPENDIX C

### i3 Letter of Intent Notice: Written Summary Response and Budget Detail

[COLLEGE NAME]

Note: Please keep written responses to the items below at maximum of 4 pages with size 12 font for all responses.

1. Please provide current college student demographics and identify students or community groups who will be targeted and recruited to the program. Describe your counseling and career services for underserved populations.
2. Based on description of the i3 program, in what way or how do you see your students and the college benefiting from participating in this effort?
3. Please describe the perceived benefits of the college assembling a cross-disciplinary faculty team (humanities, business, STEM) to participate in training over the grant period? Are there any anticipated barriers in assembling a cross-disciplinary faculty team?
4. Please describe how your college would determine which faculty would be the best fit (for example experience, interest, and commitment) for participation in this program to ensure successful project completion?
5. Please describe the college's current method(s) in which faculty would be compensated for participation in this grant project.
6. Please explain which department or area this program would best be housed at your college and why?
7. Please describe the college's goal/experience in growing student engagement in entrepreneurial projects? Why is this important to the college?
8. Please provide the college's experience working with the community to expand and grow the local/regional entrepreneurial ecosystem, and what current programs are already in place, if any, that are available to support this effort.
9. Please describe programs that the college considers to be innovative that are currently being delivered on campus, including any innovative practices in teaching and learning.
10. Please explain how the CIO and CTE Dean would engage and support faculty during the pilot project and in the delivery of a pilot offering?
11. Please indicate if college faculty is currently utilizing NexusEdge application within its

## Invention and Inclusive Innovation (i3) Initiative – Part 1 Letter of Intent

Canvas instance.

12. If applicable, please provide names of faculty and their disciplines at your college who are currently involved with LMIT InvenTeams at local high schools.
13. Please provide an estimate for how the \$125,000 in grants funds would be utilized, including estimated amounts for faculty salaries, benefits, and other anticipated expenses in delivery of a pilot offering, and include narrative to explain expenditures.
14. Please identify other sources of funds available at your college that could be utilized to support the i3 program during and beyond the grant period. Please include description of any sources of match or leveraged funds.

### BUDGET ESTIMATE:

| COLLEGE NAME:               |   |                         |
|-----------------------------|---|-------------------------|
| <b>Expenditure Category</b> | <b>Budget Narrative</b> (description, details, percentage of staff time or hours, etc.) | <b>Estimated Amount</b> |
| Faculty & Staff Salaries    |   |                         |
| Benefits                    |   |                         |
| Operating Expenses          |   |                         |
| Other                       |   |                         |
|                             |   |                         |
|                             |   |                         |
|                             |   |                         |
|                             | <b>TOTAL</b>  | \$125,000               |