



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™

FOR JOBS AND THE ECONOMY



FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES



JOBS FOR THE FUTURE

Request for Letters of Interest

Project Name: College Work-Based Learning (WBL) Planning and Tools Pilot to Improve Job Placement Outcomes

Introduction

Work-based learning (WBL) is a proven educational strategy to increase employability and reduce skill gaps.

In partnership with the CCCCO Workforce & Economic Division, the Foundation for California Community Colleges is seeking Letters of Interest from 1) up to ten California Community Colleges, 2) up to three College Districts, and/or 3) up to two Regional Consortia to participate in an 18-month pilot project to develop and implement plans and tools to scale quality WBL. Selected participants for this network will receive assistance to prepare a WBL plan in support of their implementation of Strong Workforce Program (SWP) outcomes, followed by the option to implement the Foundation's Career Experience Suite (CES) of tools that support WBL.

The deadline to submit the Letter of Interest is **Tuesday, August 29, 2017 at 5pm**. An informational webinar is scheduled for **Wednesday, August 16, 2017**, from 10a.m.-11a.m. (Pacific Time). Log-in information is provided below:

Join the meeting: join.me/995-660-988

Wednesday, August 16, 2017

10 a.m. - 11 a.m. Pacific Time (US & Canada)

To dial in by phone: +1.415.594.5500

Conference ID: 995-660-988#

Additional information can be found at www.careerexperiencesuite.org/pilot. Questions can be directed to Tim Aldinger, Director of Workforce Development, at wbl@foundationccc.org.

Participants will build capacity and pilot technological systems and tools that will help them achieve the SWP and Guided Pathways objectives. The Pilot components are:

- **Phase 1: Planning, Asset Mapping and Capacity Building:** Participants will receive a WBL Plan that will support fulfilling SWP outcomes by articulating the necessary resources, processes and goals to provide quality WBL for students. Areas will include: employer engagement, prioritizing industry sectors/program areas, determining student readiness, and utilizing the Work-based Learning Continuum.
- **Phase 2: Technology, Tools and Services – the Career Experience Suite:** Access to the CES provides tools to support students' career exploration, applied learning and relevant career preparation experiences. CES tools include: Here to Career Mobile App, the Career Experience Portal (CareerXP) WBL management platform, and Career Catalyst, employer-of-record service.
- **Ongoing: Expertise and Peer Learning:** Participants will receive technical assistance from state and national leaders in WBL, and have access to a practitioner forum with peer colleges who are working on similar projects.

Supporting Colleges to achieve Strong Workforce Program, Guided Pathways Goals and the Chancellor’s Vision for Success

The California Community Colleges recognize the imperative to support students in their career development, as recognized in the SWP, Guided Pathways, and the Chancellor’s Strategic Vision. To that end, colleges throughout the system are incorporating WBL into their curriculum to ensure that students develop clear career goals early in their education experience, making them more likely to persist and complete their studies and go on to find employment in a relevant career field. From the SWP Round 1 investments:

- 53% of colleges will invest in increasing the number of internships.
- 41% will invest in hiring internship, placement and/or WBL coordinators.
- 20% explicitly use “work-based learning” to describe some of their investments.

Even as these investments are taking place, WBL is still an emerging educational strategy that is not broadly understood or practiced. Implementing WBL is challenging given the multiple stakeholders involved, the complexities of organizing activities that fall outside the classroom walls, and the lack of readily accessible knowledge and resources for how to implement. Additionally, often there are multiple initiatives to provide WBL that are disconnected and sometimes duplicative. The WBL Planning and Tools Pilot is designed to address these concerns and build capacity within the colleges to provide quality WBL to students across the California Community Colleges. Specifically, the WBL Planning and Tools Pilot will help participants respond to the following SWP Goals, Guided Pathways Principles, and Chancellor’s Strategic Vision:

Strong Workforce Program Goals

The Pilot supports colleges in addressing SWP Recommendation #1:

Recommendation 1: Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

- 1a: Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.
- 1b: Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.
- 1c: Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.

Guided Pathways Goals:

Proactive Academic and Career Advising (from IEPI’s Key Elements of Guided Pathways). Guided Pathways focuses on evidence-based practices. The Pilot will give participants a voice on the direction and development of the evidence base of WBL’s role in improving student success.

Chancellor’s Vision for Success Goals 2022:

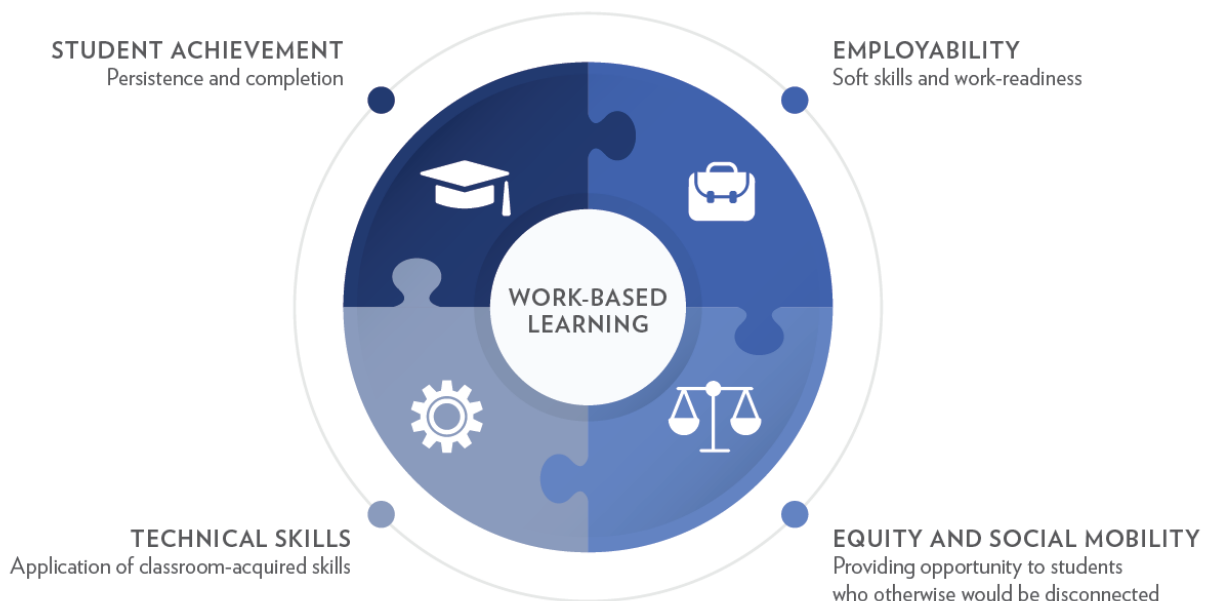
Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69% - the average among the quintile of colleges showing the strongest performance on this measure.

Why Work-Based Learning?

WBL is a proven educational strategy to increase employability and reduce skill gaps. Jobs for the Future recently published a paper, entitled *Making Work-Based Learning Work*.¹ The study identifies several reasons to implement WBL more deeply and broadly as a strategy for student completion and successful job placement, including:

- “A lack of equitable access to work-based learning limits the career prospects and economic mobility of millions of youth and adults. It also prevents them from becoming part of the pipeline of skilled workers employers need to help spur local, state, and national economic growth.”
- “In the context of career pathways, work-based learning plays a central role in bridging the classroom and the world of work, leading to improved educational and employment outcomes for participants.”
- “Competency-based education can provide a more attainable route to credentials and jobs for candidates with academic, financial, or other barriers; for employers, it ensures the alignment of training with needed skills and competencies.”

STUDENT BENEFITS OF WORK-BASED LEARNING



¹ Cahill, Charlotte. *Making Work-Based Learning Work*. Jobs for the Future, 2016. <http://www.jff.org/publications/making-work-based-learning-work>

Defining Work-Based Learning

According to Jobs for the Future, “Work-based learning is a term that may be applied to a broad array of learning experiences, from career exploration activities for high school students to specialized training for incumbent workers.”² Students participate in a series of activities, interacting directly with employers, to learn about career options (awareness and exploration), develop skills (exploration and preparation), and prepare to enter the workforce (preparation and training). Activities that support these learning outcomes progress along a continuum, commonly called the Work-Based Learning Continuum, in which connections between students and industry professionals increase and become more complex:

	BASIC CHARACTERISTICS	HIGH QUALITY ELEMENTS
AWARENESS	GUEST SPEAKER: Professional from an industry or organization visits students in a classroom setting.	
	Speakers share broad-based information about the industry and themselves. For example: positions, required training, knowledge and skills, typical work day, what they like about the job, etc. Duration: 2 hours	Interactive. Students have opportunity to ask questions. Speaker reviews course overview and content.
	WORKSITE TOUR: Students are invited on a group tour of a company or organization.	
	Students observe daily activities and are exposed to the environment and requirements of the workplace. Duration: 3 hours preparation, 1-3 hours on-site	Students have opportunity to ask questions. Students spend time with a primary host and a variety of employees. Provide students with dress code and expectations.
EXPLORATION	JOB SHADOW: Students spend one-on-one time in the workplace observing what a “real job” is like and how to apply skills they’ve learned.	
	Business partners introduce students to the environment, expectations, and requirements of their workplace. Duration: 4-8 hours	Interaction between students and professionals. Includes a broad range of functions and/or departments.
	INFORMATIONAL INTERVIEW: Student initiates contact and sets up an interview with business professional.	
May be by telephone, video conference, or in person. Students learn how to research and seek information and practice professional behavior through interaction with professionals. Duration: 30-60 minutes	Student prepares questions in advance. Business partner does most of the talking. Student does not ask for a job, however may ask for advice, feedback on resume, additional contacts, etc.	

² Cahill.

PREPARATION	INTERNSHIP: Students participate in paid (preferably) or unpaid industry experience.	
	<p>Student performs a job or completes projects under direct supervision and evaluation by an adult in the host organization.</p> <p>Supervisor assesses student performance.</p> <p>Duration: Minimum 120 hours (180+ preferred). Community college minimum for credit bearing internship is 60 hours (unpaid) or 75 hours (paid).</p>	<p>Ideal time break down:</p> <ul style="list-style-type: none"> • 40% Shadowing/Mentoring • 40% Project Activities • 20% Tasks <p>Student participates in team and other meetings.</p> <p>Student receives compensation, if possible.</p>
TRAINING	WORK EXPERIENCE: Students gain paid industry experience and skills in selected career field.	
	<p>Work experience over an extended period of time that is required for credential or entry to occupation.</p> <p>May be apprenticeship, clinical experience, on-the-job training, work experience, or cooperative education.</p>	<p>Ideal time break down:</p> <ul style="list-style-type: none"> • 40% Shadowing/Mentoring • 40% Project Activities • 20% Tasks <p>Student participates in team and other meetings.</p> <p>Student receives compensation, if possible.</p>

Resources:

National Academy Foundation, www.naf.org
 Jobs for the Future, www.jff.org

Career Experience Suite/Project Description and Timeline/Project Personnel

The goal of the Pilot is to build capacity and refine technological systems and tools that will support SWP and Guided Pathways objectives, and provide high-quality WBL for students. The project will provide participants with tools and strategies to engage colleagues and partners in a shared understanding of the value of WBL, and with goals and strategies to implement it.

Career Experience Suite



CES is a package of technological tools and services that support every student achieving career-oriented goals and experiences:

1. Here to Career Mobile App: Here to Career is an easy way for users to find careers that match their interests. With the mobile application, users can view salary information and high-demand career opportunities specific to their area and find a local community college with a program to help them achieve their educational goals. The app is now available in English and Spanish language.
2. CareerXP (powered by LaunchPath): CareerXP is a web-based platform that supports the management of WBL at large scale. The platform is designed for educators, employers, students and intermediary organizations to work together so that more students experience the WBL Continuum as an integral part of their education.
3. Career Catalyst: Career Catalyst provides colleges, employers and workforce organizations the service of acting as the employer-of-record to provide paid work experience to students and youth. The Foundation assumes liability, performs all necessary human resource functions, processes payroll, and ensures these individuals are well prepared and compensated for their work at the employer site. The Foundation provide the tools, materials, and expertise necessary to support employers and ensure the employees gain knowledge of the skills and attributes necessary to be successful in the workplace.

Since 2015, these tools have helped expand career awareness, coordinate WBL activities, and facilitate paid work experience for more than 10,000 students.

Project Description and Timeline

The details of the Pilot, and participant responsibilities and deliverables, are described below.

Phase I: Planning, Asset Mapping and Capacity Building (September 2017-May 2018)

Participant Task 1: Pilot Launch (*September 2017-October 2017*)

- Identify college representative who will serve as the primary point of contact for the Pilot (Representatives must commit a minimum of 4-8 hours of work per week towards project, with the site visit and in-person convening weeks requiring an estimated 8-16 hours each.). Note: The Pilot is designed to support SWP implementation, so time spent on this effort will further SWP goals simultaneously.
- Attend Pilot Launch webinar.

Participant Task 2: Asset Mapping and Technology Preparation (*October 2017- May 2018*)

- Host Foundation personnel for initial site visits. Site visits will entail a combination of interviews, tours and a strategy session with college personnel on developing the key components of their WBL Plan.
- Participate in convening of all Pilot colleges to conduct WBL asset mapping.
- Participate in user-testing of CareerXP (These sessions will provide input on the functionality of CareerXP.).
- Attend webinar on CES tools.
- Provide input, as needed, for the development of final WBL Plan.

Phase I Project Outcomes and Products

- Materials and technical assistance from convening
- WBL Plan

Phase II: Technology, Tools and Services – the Career Experience Suite (March 2018-March 2019):

Participant Task 3: WBL implementation planning (*March 2018-May 2018*)

- Develop CES implementation timeline with Foundation. The goal of this initiative is to place students into quality WBL placements utilizing the CES tools, with the WBL Plan as a guide.
- Attend second in-person convening to review WBL Plans and design placement strategy.

Task 4: Career Experience Suite WBL Placements (*June 2018- March 2018*)

- Implement CES for minimum 25 students, with ongoing technical assistance from Foundation.

Task 5: Determine future Career Experience Suite Utilization (*October-December 2018*)

- Colleges/Regions will determine if they will continue using the CES. Those who choose to continue usage will enter into contracts with the Foundation.

Phase II Project Outcomes and Products

- Student placements in WBL
- Materials and expertise from the in-person convening
- Ongoing technical assistance and support

The Pilot will be facilitated by:

- The Foundation for California Community Colleges (Foundation). The Foundation has been supporting student WBL for nearly twenty years. Over the past three years nearly 10,000 students have been placed in WBL experiences through Foundation-developed tools and services. Having worked with Community College, Workforce Development and High School partners in every region in California, the Foundation has developed expertise for implementing WBL at large scale.
- Jobs for the Future (JFF). JFF is a national leader in workforce development policy and practice, and has extensive expertise on the topic of WBL. JFF will advise and support the Foundation on the design of the WBL Plans, the agendas of convenings and the final project analysis and recommendations.

Support partners include:

- WestEd. WestEd is a key advisor of the Chancellor's Office and will assist the Pilot through ensuring that tool design will seamlessly support data reporting for the SWP.
- New World of Work (NWOW). NWOW is implementing 21st Century Skills curriculum across 18 Community Colleges in California. NWOW will support those colleges that choose to implement the 21st Century Skills curriculum as part of the Pilot.

Eligibility

All California Community Colleges and their CTE Regional Consortia are eligible to participate.

Letter of Interest Submission Instructions & Selection Criteria

If you are interested in participating in the WBL Planning and Tools Pilot, please complete the brief application here: <https://www.careerexperiencesuite.org/solicitation-of-interest>.

- Submissions Checklist:
 1. Upload a Letter of Support, signed by your college president/CEO or district chancellor. The letter must include affirmation of the applicant's ability to:
 - Commit the minimum 4-8 hours per week of staff time to support Pilot implementation;
 - Provide matching funds required for the applicant type (college, college district, or regional consortia); and
 - Implement CES to facilitate WBL opportunities for a minimum 25 students.
 2. Complete Interest Form online (See Appendix A for a copy of the Interest Form.)
- Participants will be selected at the sole discretion of the Foundation. Preference may be given to schools that represent the diversity of California Community Colleges, have WBL as a goal in their use of SWP Round 1 funds, and/or have resources to implement the CES.

Solicitation of Interest Webinar

- Wednesday, August 16, 2017, from 10 a.m.-11a.m. (Pacific Time).

Join the meeting: join.me/995-660-988

Wednesday, August 16, 2017

10 a.m. - 11 a.m. Pacific Time (US & Canada)

To dial in by phone: +1.415.594.5500

Conference ID: 995-660-988#

Tentative Schedule for Solicitation of Interest and Selection of Participants

Proposed Schedule for Solicitation of Interest and Selection for Career Experience Suite Pilot	
August 9, 2017	Solicitation of Interest released
August 16, 2017	Solicitation of Interest Information Webinar (will be recorded)
August 29, 2017	College application and letter of interest due no later than 5:00 p.m.
September 1, 2017	Pilot participants chosen by the Foundation
September 29, 2017	Approval of sub-agreements with colleges selected to participate
October 3, 2017	Orientation webinar for colleges selected to participate
October 26, 2017	In-person training for colleges selected to participate
June 30, 2019	Project completion date

Questions:

Name: Tim Aldinger, Director of Workforce Development
Company: Foundation for California Community Colleges
Address: 1102 Q Street, Suite 4800, Sacramento, CA 95811
Email: wbl@foundationccc.org
Phone: (916) 491-4499

Appendix A: WBL Planning and Tools Pilot Interest Questions

NOTE: This form must be completed online at <https://www.careerexperiencesuite.org/solicitation-of-interest>.

1. Type of application:
 - I'm submitting on behalf of my college: _____
 - I'm a submitting on behalf of district: _____ Participating colleges: _____
 - I'm a submitting on behalf of regional consortium: _____ Participating colleges: _____
2. Primary contact name, organization, and title:
3. Office phone, cell phone, and email:
4. Did you make an investment related to WBL, career awareness, or job placement in your use of Round 1 Strong Workforce Program funds? If yes, describe the amount and scope of the investment:
5. If selected, can you commit any of the following?
 - At least one person per application to lead the project for a minimum 4-8 hours per week?
 - Matching funding for the Pilot at the following dollar levels?
 - \$20,000/college
 - \$15,000/college for district applicants
 - \$10,000/college for consortia applicants
6. Are any colleges that are part of your application already participating in any of these SWP initiatives?
 - CCC Maker
 - New World of Work
 - CA Apprenticeship Initiative
 - Get Focused Stay Focused
 - Other
7. Is there anything else you would like us to consider when selecting participants for the network?