

Exhibit A:
Scope of Work
(K-12 Strong Workforce Program
Project Plan – Certified)

K12 Strong Workforce Program Produced: Date, Time, Name of Person who submitted

Project Title

Details

Pathway Improvement Name

Region within which applying

Start Date

End Date

Assurances

This Pathway/Program Work Plan is:

- ✓ In compliance with K12 SWP legislation ([Ed Code 88827](#)).
- ✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP
- ✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.
- ✓ Informed by Labor Market Information and regional priorities.
- ✓ Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

All LEAs will:

- ✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K–12 data:
 1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
 2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
 3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.
- ✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Lead Agency

Lead LEA Type

Agency Information

Address

Region

Website

Community College District

Part of a Rural School District

Unemployment Rate

Total ADA (Average Daily Attendance)

Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

If yes, what is your organization's role in this work (as Lead or K-12 Partner Agency)?

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?

Will your organization apply for CTEIG funds in 2020-21?

Participating Schools

School

Name	Role	Email

Primary Contact(s)

K12 Partner Agencies (optional)

Name	ADA	Agency Type

ADA Totals

Higher Education Partners

Higher Education Partner Agency Type

Agency Information

Address

Region

Website

Community College District

Primary Contact(s)

Name	Role	Email

Collaborative Partners (optional)

Agency Type

Address

Website

Partner Role

Contacts

Name	Role	Email

Agency Type

Address

Website

Partner Role

Contacts

Name	Role	Email

Agency Type

Address

Website

Partner Role

Contacts

Name	Role	Email

Agency Type

Address

Website

Partner Role

Contacts

Name	Role	Email

Problem Statement


Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address.

Project Objectives

Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals.

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (<https://www2.ed.gov/programs/reapsrsa/eligibility.html>).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
		% 

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Will proposed CTE program(s) serve the following unduplicated pupils?

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

Crosswalk California Community Colleges

Pathways & Design Purpose

Pathway(s) Involved

-

Work Plan

K14 Pathway Quality Strategies

K14 Pathway Quality Strategies: Curriculum and Instruction

Description of work funded by K12 SWP

List of project activities

Partner role and responsibilities

Number of students and/or teachers to be served

Justification for requested funds (Return on Investment)

Leveraged Funds

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$
2000 - Classified Salaries	\$
3000 - Employee Benefits	\$
4000 - Books and Supplies	\$
5000 - Services and Other Expenditures	\$
6000 - Capital Outlay	\$
7000 - Indirect Costs	\$
Total Grant Funds Budgeted	\$

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	\$
2000 - Classified Salaries	\$
3000 - Employee Benefits	\$
4000 - Books and Supplies	\$
5000 - Services and Other Expenditures	\$
6000 - Capital Outlay	\$
7000 - Indirect Costs	\$
Total Financial Match	\$

Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	\$	\$	\$	\$
2000 - Classified Salaries	\$	\$	\$	\$
3000 - Employee Benefits	\$	\$	\$	\$
4000 - Books and Supplies	\$	\$	\$	\$
5000 - Services and Other Expenditures	\$	\$	\$	\$
6000 - Capital Outlay	\$	\$	\$	\$
7000 - Indirect Costs	\$	\$	\$	\$
Total Budget	\$	\$	\$	\$

Expenditure Descriptions**1000 - Certificated Salaries**

- ♦
- ♦

2000 - Classified Salaries

- ♦

3000 - Employee Benefits

- ♦
- ♦

4000 - Books and Supplies

- ♦
- ♦

5000 - Services and Other Expenditures

- ♦
- ♦

6000 - Capital Outlay

- ♦

7000 - Indirect Costs

4% of all direct costs

Match

Financial Match Funds



Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$	
2000 - Classified Salaries	\$	
3000 - Employee Benefits	\$	
4000 - Books and Supplies	\$	
5000 - Services and Other Expenditures	\$	
6000 - Capital Outlay	\$	
7000 - Indirect Costs		
Total Financial Match	\$	

Higher Education Partners

Match

Financial Match Funds

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$	
2000 - Classified Salaries		
3000 - Employee Benefits		
4000 - Books and Supplies		
5000 - Services and Other Expenditures		
6000 - Capital Outlay		
7000 - Indirect Costs		
Total Financial Match	\$	

Document Title	Type	Uploaded	Comment
			
			

Certification

Certifying Authority

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Approved by

Date of Approval



California
Community
Colleges

NOVA
PLAN. INVEST. TRACK.

Exhibit B:
Invoice Form and Instructions

LEA/ROP LETTERHEAD/LOGO

INVOICE

Date:

Invoice No.:

Purchase Order No.:

Name

Address:

City:

State:

Zip:

Attn:

Bill To: Rancho Santiago CCD (RSCCD)
Attn: Sarah Santoyo
2323 North Broadway, Ste. 201
Santa Ana, CA 92706

Grant Number:

Fiscal Agent Sub-Agreement Number:

Chancellor's Office Project Monitor:

Payment Type: Advance Payment Progress Payment Final Payment

Other Payment (describe):

Description of Work and Dates Services Rendered:

Total Amount Due: \$

LEA/ROP Accounting Office Contact:

LEA/ROP Program Contact:

Name:

Name:

Title:

Title:

Email:

Email:

Phone number:

Phone number:

Please send payment to the address above.

Instructions for Invoice Template

All invoices must be submitted electronically to the RSCCD Fiscal Agent Office in-box at Landa_Alejandra@rsccd.edu). The e-mail subject line must state "Invoice Enclosed – LEA Acronym/K12 SWP PIF/Sub-Agreement #".

Example: Invoice Enclosed - USD/K12 SWP PIF/DO-20-2504-21

If you are submitting a corrected invoice, please state it in the subject line "REVISED Invoice Enclosed – LEA Acronym/K12 SWP PIF/Sub-Agreement #".

Below are additional details about each field. If you have any questions about this Invoice Template, please contact the Fiscal Agent at Landa_Alejandra@rsccd.edu

Letterhead/logo - Insert letterhead or logo image.

Date – Enter the date the invoice was created.

Invoice No. – Enter an invoice number to be used for internal purposes by the community college district/college.

Name – Enter the LEA/ROP name. The name must match the name listed on the sub-agreement with the Fiscal Agent.

Address – Enter the LEA/ROP address which should match with the address listed on the sub-agreement with the Fiscal Agent.

Grant Number – N/A

Fiscal Agent Sub-Agreement Number – Enter the sub-agreement number listed on the page footer of the sub-agreement with the Fiscal Agent.

Chancellor's Office Project Monitor – Enter the name of the Chancellor's Office Project Monitor. If unknown, enter the Program Name.

Payment Type – Identify the payment type (advance, progress, final or other payment). If other payment is clicked, provide a brief description of the payment type.

Description of Work and Dates Services Rendered – Provide a description of the work performed and the dates of services rendered.

Total Amount Due – Enter the amount invoiced to CCCCCO.

LEA/ROP Accounting Office Contact Information – Identify an accounting office contact.

LEA/ROP Program Contact Information – Identify a program contact who can address questions about the work performed.

Exhibit C:

Intent to Award Memorandum from the
Chancellor's Office (12/9/2020)



December 9, 2020

TO: Regional Consortium Chairs
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
CTE Deans
Technical Assistance Providers
ASCCC

FROM: Sheneui Weber, Vice Chancellor
Workforce and Economic Development Division

CC: Sandra Sanchez, Assistant Vice Chancellor, WEDD
Katie Gilks, CCCC Program Specialist
Michelle McIntosh, Education Administrator, California Department of Education
CCCCO Staff

RE: K12 Strong Workforce Program 2020-2021 Intent to Award

Dear K12 SWP Colleagues,

The California Community Colleges Chancellor's Office – Division of Workforce and Economic Development, in partnership with the California Department of Education, is pleased to formally announce the 2020-21 funding awards for the K12 Strong Workforce Program. This memorandum is a formal notification of the intent to award and of the complete list of all awarded applications.

The Chancellor's Office sincerely thanks and acknowledges the efforts of the Local Educational Agencies for their applications and for the selection committee members who worked hard to score and award decisions on schedule. Each Lead Agency eligible for a funded application received formal email notification of the grant award from the NOVA system with instructions for the grantee to accept the award amount. Once accepted, the K12 SWP fiscal agent in your region will contact each Lead Agency receiving funding to request signatures, and technical work plan changes, including budget amendments that may be needed to complete the execution of the grant agreement. A copy of the fully executed grant agreement will be provided to each Lead Agency. For auditing purposes, Lead Agencies should retain a copy of the grant agreement, the RFA Specifications, and the Workforce and Economic Development Division Request for Applications Instructions, Terms and Conditions.

Should your organization be listed as a grant recipient below, but did not receive an email notification, please contact the Regional Consortium Chair for the region in which you applied, or the K12 SWP helpdesk at K12SWP@cccco.edu.

Any applicant wishing to submit an appeal should do so by 5pm on December 18, 2020. Appeals must be submitted to your Regional Consortium Chair. For detailed information on the appeal process, please refer to the RFA document.

K12 Strong Workforce Program Timeline	
October 19 – November 20, 2020	K12 Selection Committees review applications and submit proposed grantees to be funded
November 25, 2020	K12 SWP preliminary awards announced
December 18, 2020	Appeals due to SWP Regional Consortium
January 15, 2021	SWP Regional Consortia communicate intent to award letters to LEAs and initiate subcontract process

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
1	Bay Area	Alameda Co. Office of Education	Targeted Intervention for Student Choice & Expansion	\$456,693
2	Bay Area	Alameda Co. Office of Education	North Alameda County Student Choice & Expansion	\$847,669
3	Bay Area	Alameda Co. Office of Education	Mid Alameda Student Choice & Expansion	\$506,574
4	Bay Area	Alameda Unified	Biotech Talent Pipeline: Phase 2	\$179,615
5	Bay Area	ARISE High	Pathway Support Center and Dual Enrollment Expansion Initiative	\$49,791
6	Bay Area	Campbell Union High	Strategic Improvement of Career Exploration to Achieve Post-Secondary Success (SICEAPSS)	\$201,084
7	Bay Area	Contra Costa County ROP	Strengthening and Expanding Health Sciences and Medical Technology Pathways	\$1,129,519
8	Bay Area	Contra Costa County ROP	Strengthening and Expanding ICT, Advanced Manufacturing, and Engineering Pathways	\$1,105,689
9	Bay Area	Contra Costa County ROP	Strengthening and Expanding CTE pathways to deliver equitable curriculum, career exploration and WBL	\$758,526
10	Bay Area	Diamond Technology Institute	Diamond Tech Agriscience & Engineering Design: Curriculum and Instruction Systems and Structures	\$250,000
11	Bay Area	Diamond Technology Institute	Equity & Engagement In College and Career Exploration for Diamond Tech Wall-to-Wall CTE	\$225,243
12	Bay Area	Diamond Technology Institute	DTI Business Management/Finance & Digital Media Arts: Instructional & Curriculum Improvement	\$250,000
13	Bay Area	East Palo Alto Academy	The Dream Lab: Using Experiential Learning to Promote College Persistence and Workforce Integration	\$124,074
14	Bay Area	East Side Union High	East Side Career Pathways	\$1,211,843
15	Bay Area	Eden Area ROP	Supporting Underserved Populations (SUP)	\$989,976
16	Bay Area	Eden Area ROP	Business Ownership and Management for Students (BOM for Students)	\$492,083
17	Bay Area	Eden Area ROP	Health 2.0 (HEALTH)	\$1,129,519
18	Bay Area	Five Keys Independence HS (SF Sheriff's)	Equity in Bay Area Tech Pathways for Five Keys Students	\$157,232
19	Bay Area	Healdsburg Unified	Agriculture	\$181,569
20	Bay Area	Jefferson Union High	Middle School College and Career Awareness	\$513,516
21	Bay Area	Leadership Public Schools - Hayward	Foundation for Student Success; Creating & Expanding High Quality CTE Instruction at LPSH	\$588,600
22	Bay Area	Marin County ROP	Marin County Career Technical Education and Innovation Collaborative - Round 3	\$738,425
23	Bay Area	Mission Trails ROP	Monterey County Regional Work Based Learning & Post Sec Pathways in a flexible learning environment	\$885,085
24	Bay Area	Mission Trails ROP	Monterey County (MC) Regional Stackable Skills Certificates in a flexible learning environment	\$987,378
25	Bay Area	Mission Valley ROCP	Health Sciences Career Pathway	\$188,894
26	Bay Area	Mission Valley ROCP	Advanced Manufacturing Career Pathway	\$209,319
27	Bay Area	Mission Valley ROCP	MVROP Coordinator	\$335,157
28	Bay Area	MIT Academy	Improving the Digital Media Pathway	\$250,985
29	Bay Area	Monterey Co. Office of Education	MCOE Alternative Education CTE Pathway Improvement Plan	\$499,929
30	Bay Area	Mt. Diablo Unified	Targeted Student Support	\$663,965
31	Bay Area	Napa County ROP	Hospitality - Food Service and Hospitality Program Improvement	\$425,580
32	Bay Area	Oakland Unified	ICT & Digital Media, Pathways to Prosperity	\$926,800
33	Bay Area	Oakland Unified	Engineering & Building Trades, Construction, Pathways to Prosperity	\$1,129,519
34	Bay Area	Oakland Unified	Health & Education, Pathways to Prosperity	\$1,202,911
35	Bay Area	Ocean Grove Charter	Non-classroom based Pathways - ICT & Digital Media	\$70,000
36	Bay Area	Pajaro Valley Unified	PVUSD CTE Signature Pathways: Expand Learning Systems; Build & Activate Work-Based Learning CTEWorks	\$830,295
37	Bay Area	Palo Alto Unified	Increasing Employability through Certifications for Pathways Aligned with BACCC Regional Plan	\$389,550
38	Bay Area	Palo Alto Unified	Strengthening Industry Engagement in Existing CTE Pathways	\$341,742
39	Bay Area	Pittsburg Unified	Drones Program	\$112,500

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
40	Bay Area	Pivot Charter School - North Bay	Pivot North Bay Agriculture	\$47,636
41	Bay Area	San Benito High	Ensuring Equity, Equal Access, and Articulation - Agriculture & Natural Resources	\$100,000
42	Bay Area	San Francisco Unified	San Francisco Unified School District - CTE STEM Pathways	\$1,177,975
43	Bay Area	San Francisco Unified	San Francisco Unified School District - Pre-Educator Pipeline	\$1,227,916
44	Bay Area	San Francisco Unified	San Francisco Unified School District - Pre-Pipeline in Health/Public Service	\$836,630
45	Bay Area	San Leandro Unified	Expanding a Pre Apprenticeship Program for Alternate Pathways to Career Success	\$260,140
46	Bay Area	San Lorenzo Valley Unified	In Support of Agriscience, Construction, and Media Arts	\$98,495
47	Bay Area	San Mateo Co. Office of Education	Extending the CTE-STEM Pipelines into our Middle Schools	\$1,202,911
48	Bay Area	San Mateo Co. Office of Education	San Mateo County High Schools + Colleges Consortium: Increasing Equity & Access in Dual Enrollment	\$1,177,975
49	Bay Area	Santa Clara Co. Office of Education	Building Equitable Access to High Quality K14 CTE Pathways for All Students	\$760,100
50	Bay Area	Solano Co. Office of Education	Building Pathways to College through Course Alignment and Articulations	\$358,464
51	Bay Area	Sonoma Valley Unified	Farm to Table -- Agriculture and Culinary for a Changing World	\$227,900
52	Bay Area	Sonoma Valley Unified	Construction Technology	\$130,050
53	Bay Area	Sonoma Valley Unified	Career Exploration/Work-Based Learning Expansion	\$138,442
54	Bay Area	Tri-Valley ROP	Designing Programs and Data Systems to Maximize Alignment and Long-Term Student Success	\$590,192
55	Bay Area	Vallejo City Unified	Pathways to career success through a comprehensive pre-apprenticeship program	\$120,000
56	Bay Area	Metropolitan Education District	Increase Student Success in Post-Secondary Academic Pathways through K-12 Dual Enrollment	\$833,767
57	Central/ Mother Lode	Career Technical Education Charter	Up-Skilling: The Education and Industry Overlap	\$302,501
58	Central/ Mother Lode	Escalon Unified	Agriculture Pathways Work Experience and Curriculum Alignment	\$183,500
59	Central/ Mother Lode	Fresno Unified	Expanding Equity in CTE Pathways	\$2,000,000
60	Central/ Mother Lode	Galt Joint Union High	Agricultural Pathway Certification Program	\$925,538
61	Central/ Mother Lode	Inyo Co. Office of Education	Jill Kinmont Boothe School Culinary/Food Service and Hospitality Pathway Creation Project	\$59,198
62	Central/ Mother Lode	Kern Co. Office of Education	Kern County HQCTE Pathway Initiative supporting guided pathways and intersegmental partnerships	\$2,000,000
63	Central/ Mother Lode	Kern Co. Office of Education	Entrepreneurship via Silk-screening and Graphic Arts	\$63,812
64	Central/ Mother Lode	Kern Co. Office of Education	Medical Pathway Expansion	\$42,038
65	Central/ Mother Lode	Kern High	Early College Pathways: Public Health and Industrial Automation	\$1,917,769
66	Central/ Mother Lode	Kings County ROP	Priority Sector Alignment to Promote Upward Mobility for Socio-Economically Disadvantaged Students	\$2,000,000
67	Central/ Mother Lode	Lemoore Union High	Improving Equity and Access to Our Pathways	\$318,000
68	Central/ Mother Lode	Manteca Unified	Sierra Engineering Tech Makerspace	\$86,510
69	Central/ Mother Lode	Merced County ROP	Expanding Automotive through Alternative Fuels	\$502,482
70	Central/ Mother Lode	Merced Union High	Merced Union High School District Health Workforce Pathway Initiative Project	\$778,722
71	Central/ Mother Lode	Modesto City High	Central Valley Career Collaboration and Navigation	\$908,844
72	Central/ Mother Lode	Oakdale Joint Unified	Oakdale High School Agriculture Department K12 SWP	\$550,000
73	Central/ Mother Lode	Porterville Unified	Expanding Work-based Learning through Virtual Engagement	\$1,000,000
74	Central/ Mother Lode	Sanger Unified	Sanger Unified Engineering Pathway "Enhance the Pipeline"	\$624,324

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
75	Central/ Mother Lode	Stockton Unified	Stagg High School Agriculture Pathways	\$545,351
76	Central/ Mother Lode	Stockton Unified	Franklin High School Welding and Auto Body Repair Pathways	\$458,834
77	Central/ Mother Lode	Taft Union High	Culinary "Cat Cafe"	\$366,000
78	Central/ Mother Lode	Valley ROP	Education/Child Development	\$607,934
79	Central/ Mother Lode	Valley ROP	Patient Care - Future Nurses Initiative	\$831,314
80	Central/ Mother Lode	Visalia Technical Early College	Early College Agricultural Pathways Continued	\$185,000
81	Central/ Mother Lode	Visalia Unified	Elevating and Aligning High Quality Pathways for SED Students to Post-Secondary and Certifications	\$2,000,000
82	Inland Empire/ Desert	Apple Valley Unified	MDCP - Strengthening Post Secondary Transitions	\$2,000,000
83	Inland Empire/ Desert	Baldy View ROP	HQ Pathway Improvements: Transportation/Logistics, Manufacturing & Product Development	\$1,784,538
84	Inland Empire/ Desert	Beaumont Unified	Residential and Commercial Construction	\$1,000,000
85	Inland Empire/ Desert	California School for the Deaf- Riverside	Super Charging CTE with the Rapidly Emerging Electric Vehicle Lab	\$60,000
86	Inland Empire/ Desert	Colton-Redlands-Yucaipa ROP	Advanced Manufacturing & Transportation: Building the pipeline for tomorrow's workforce	\$1,218,004
87	Inland Empire/ Desert	Colton-Redlands-Yucaipa ROP	Increasing Access, Equity and Opportunities in ICT and AME Pathways	\$738,306
88	Inland Empire/ Desert	Corona-Norco Unified	CNUSD: Strengthen and Grow High Quality CTE Pathways	\$1,800,000
89	Inland Empire/ Desert	Fontana Unified	Everyday Heroes Train Here!	\$1,680,000
90	Inland Empire/ Desert	Jurupa Unified	Closing Barriers to Dual Enrollment	\$416,230
91	Inland Empire/ Desert	Lake Elsinore Unified	Allied Health Improvement Plan	\$630,390
92	Inland Empire/ Desert	Moreno Valley Unified	CTE Pathway Expansion Project	\$385,560
93	Inland Empire/ Desert	Palm Springs Unified	Integrating career plans, apprenticeships, and pathways into post-secondary training and education	\$783,092
94	Inland Empire/ Desert	Pivot Charter School Riverside	Pivot Riverside Business	\$20,000
95	Inland Empire/ Desert	River Springs Charter	Springs Charter CTE Pathway Improvement	\$324,598
96	Inland Empire/ Desert	Riverside Co. Office of Education	RCOE Alternative Education College and Career Collaborative Partnership for Student Success	\$372,000
97	Inland Empire/ Desert	Riverside Unified	Building a Competitive Advantage through Cross-Sector Connections	\$1,499,550
98	Inland Empire/ Desert	San Bernardino City Unified	21st Century Student Run Enterprise	\$410,288
99	Inland Empire/ Desert	San Bernardino City Unified	Arroyo Valley Water Utilities	\$297,906
100	Inland Empire/ Desert	San Bernardino County ROP	Targeted Program Improvement and Expansion	\$1,449,950
101	Inland Empire/ Desert	SIATech	SIATech Inland Empire: Community Health Worker Pathway	\$470,711
102	Inland Empire/ Desert	Temecula Valley Unified	Health Science and Medical Technology Career Pathways Expansion	\$513,466
103	Inland Empire/ Desert	Temecula Valley Unified	Middle School Career Awareness & Exploration and Pathway Alignment	\$100,476
104	Inland Empire/ Desert	Val Verde Unified	Residential and Commercial Construction	\$93,360
105	Los Angeles	ABC Unified	ABCUSD Stronger Workforce 2.0: Diversity, Equity and Access for Post-Secondary Success	\$885,000
106	Los Angeles	Alhambra Unified	ICT: Cloud Computing Pathway Development	\$804,715
107	Los Angeles	Azusa Unified	Foothill Consortium College and Career Exploration	\$885,000
108	Los Angeles	Bellflower Unified	Combs' Overhauled Auto	\$664,018
109	Los Angeles	Beverly Hills Unified	Expanding Fashion and Merchandising Pathway	\$57,948
110	Los Angeles	Birmingham Community Charter High	Targeted Engagement and Data Driven Systems to Enhance CTE Pathways	\$199,125
111	Los Angeles	Burbank Unified	LA-21 BURBANK USD: DIGITAL MEDIA PATHWAY	\$165,460

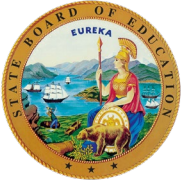
No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
112	Los Angeles	Burbank Unified	LA-21 BURBANK USD: CTE ACADEMY EXPANSION AND CTE PATHWAY DEVELOPMENT	\$177,000
113	Los Angeles	California Advancing Pathways for Students in Los Angeles County	Build a Bridge to Industry	\$581,148
114	Los Angeles	Centinela Valley Union High	CTE Pathway Excellence through Equity and Access	\$824,795
115	Los Angeles	City Charter High	Arts, Media, and Entertainment, Business and Finance, Information and Communications Technology	\$499,400
116	Los Angeles	Covina-Valley Unified	Trade Tech Academy	\$202,665
117	Los Angeles	Culver City Unified	Engineering/Architecture Pathways	\$177,885
118	Los Angeles	Da Vinci Design	Expanding Equality in Entrepreneurship (E3) Project	\$314,406
119	Los Angeles	Da Vinci Science	Launching a Sustainable and Transferable Model for Industry-Linked Education (LAST MILE) Project	\$604,438
120	Los Angeles	Downey Unified	Business and Entrepreneurship @DowneyMADE	\$1,728,373
121	Los Angeles	Downey Unified	Open Source - Downey	\$1,757,094
122	Los Angeles	Downey Unified	Downey Career Ecosystems	\$1,730,462
123	Los Angeles	East San Gabriel Valley ROP	Improvement of Patient Care Pathways	\$536,669
124	Los Angeles	East San Gabriel Valley ROP	Improvement of Public Safety Pathways	\$133,522
125	Los Angeles	El Monte Union High	Information and Communication Technologies	\$380,375
126	Los Angeles	El Monte Union High	Building and Construction Trades	\$360,795
127	Los Angeles	Five Keys Independence HS (SF Sheriff's)	FIVE KEYS - Dual Enrollment Graphics / Web Design with LA Mission College	\$183,744
128	Los Angeles	Glendale Unified	Glendale Unified School District Online College & Career Academies	\$1,749,477
129	Los Angeles	Inglewood Unified	Comprehensive improvement of Inglewood Unified School District Pathways	\$358,425
130	Los Angeles	Long Beach Unified	Increasing Industry Relevant Instruction through Teacher Externships	\$183,099
131	Los Angeles	Los Angeles Academy of Arts & Enterprise Charter	Expanding CTE workforce and creating foundational pathways to success	\$500,000
132	Los Angeles	Los Angeles Unified	Developing Industry/Near Peer Mentoring and Early College Credit from K-16	\$1,765,363
133	Los Angeles	Los Angeles Unified	CTE Enrichment Opportunities for Students	\$1,742,477
134	Los Angeles	Lynwood Unified	Expanding and Enhancing K-14 Culinary Arts Pathways	\$350,663
135	Los Angeles	New Designs Charter	Expand and enhance career pathways and dual enrollment certification programs	\$885,000
136	Los Angeles	Pasadena Unified	Improving Access to Technology	\$538,399
137	Los Angeles	Port of Los Angeles High	Port of Los Angeles High School	\$253,641
138	Los Angeles	Rowland Unified	Enhancing Career Pathways for All Students	\$885,000
139	Los Angeles	SIATech Academy South	SIATech Academy South: Community Health Worker Pathway	\$300,814
140	Los Angeles	Tri-Cities ROP	Health Science Pathway Enhancement & Expansion	\$1,311,061
141	Los Angeles	Tri-Cities ROP	Engineering & Architecture, Information & Communication Technologies, Math and Science Connection	\$662,423
142	North/ Far North	Anderson Valley Unified	Anderson Valley CTE Academy +	\$236,925
143	North/ Far North	Big Valley Joint Unified	Animal Science	\$25,875
144	North/ Far North	Black Oak Mine Unified	Manufacturing and Product Development	\$280,000
145	North/ Far North	Chico Unified	Student Postsecondary and Career Transitions Improvement: ALL CUSD Pathways	\$949,717
146	North/ Far North	Community Collaborative Charter	software systems and development	\$219,000
147	North/ Far North	Corning Union High	Corning Union High School District Ag/Natural Resources Expansion	\$213,902
148	North/ Far North	Davis Joint Unified	CTE Equity and Alignment	\$673,679
149	North/ Far North	Davis Joint Unified	Davis INSPIRE	\$671,762
150	North/ Far North	Del Norte Co. Office of Education	Del Norte Works	\$337,056
151	North/ Far North	East Nicolaus Joint Union High	CTE Work Based Learning	\$311,877
152	North/ Far North	East Nicolaus Joint Union High	Agriscience Lab	\$426,415
153	North/ Far North	El Dorado Union High	Transportation Programs	\$202,001

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
154	North/ Far North	El Dorado Union High	Product Innovation & Design	\$61,500
155	North/ Far North	Elk Grove Unified	Student Run Enterprises	\$214,146
156	North/ Far North	Folsom-Cordova Unified	IB-CP CTE Patient Care Pathway	\$336,918
157	North/ Far North	Folsom-Cordova Unified	Agriculture	\$154,280
158	North/ Far North	Folsom-Cordova Unified	Advanced Manufacturing Maker Lab	\$94,919
159	North/ Far North	Fort Sage Unified	FSUSD CTE Pathway Improvements	\$19,500
160	North/ Far North	Fortuna Union High	Agriculture	\$224,541
161	North/ Far North	Fortuna Union High	Agriculture Middle School Project	\$105,206
162	North/ Far North	Humboldt Co. Office of Education	Trades Academy	\$216,109
163	North/ Far North	Lake Tahoe Unified	Construction, Automotive and Natural Resources/Environmental Engineering	\$290,264
164	North/ Far North	Lassen Union High	CTE Career Center	\$125,000
165	North/ Far North	Lassen Union High	Information and Communication Technology	\$66,000
166	North/ Far North	Lassen Union High	Entrepreneurship and Leadership	\$78,000
167	North/ Far North	Long Valley	New Construction Pathway	\$128,600
168	North/ Far North	Maxwell Unified	Panthers' PRIDE (Partnering Resources for an InDustrious Education)	\$480,000
169	North/ Far North	Mendocino Unified	Production and Managerial Arts: High School Radio Station Upgrade and Community Integration Project	\$60,000
170	North/ Far North	Modoc Co. Office of Education	Advancing Modoc Youth	\$75,200
171	North/ Far North	Modoc Joint Unified	Modoc High School CTE Programs	\$457,177
172	North/ Far North	Northern Summit Academy-Shasta	Northern Summit Academy CTE Program	\$250,000
173	North/ Far North	Oroville Union High	Building Stronger Bridges through Agriculture Pathways	\$325,791
174	North/ Far North	Pivot Charter School North Valley II	Pivot North Valley Agriculture	\$23,000
175	North/ Far North	Placer Union High	Cultivating Diversity for a Stronger Agricultural Workforce	\$94,270
176	North/ Far North	Placer Union High	Preparing a Diverse Workforce for an Evolving Media Industry	\$96,332
177	North/ Far North	Plumas Charter	Community College Connections for Exposure, Exploration and Experience-Building (CCC4EEE)	\$287,500
178	North/ Far North	Plumas Unified	Skilled Workforce Development Through Work Based Learning	\$199,730
179	North/ Far North	Potter Valley Community Unified	Agriculture Pathway Improvements	\$97,750
180	North/ Far North	Red Bluff Joint Union High	Health Science and Medical Technologies Pathway Enhancement Plan	\$591,288
181	North/ Far North	Rocklin Unified	Increased CTE Access for Students with Disabilities	\$233,288
182	North/ Far North	Roseville Joint Union High	Clinical Medical Assisting Pathway	\$109,587
183	North/ Far North	Roseville Joint Union High	Investing in Work Based Learning	\$435,227
184	North/ Far North	Roseville Joint Union High	Roseville Regional Automotive Services Pathway Expansion	\$268,432
185	North/ Far North	Sacramento City Unified	Post-Secondary Transition & Completion	\$539,025
186	North/ Far North	Sacramento County ROP	Greater Sacramento Region Workforce Collaborative (GSRWC)	\$1,233,329
187	North/ Far North	San Juan Unified	El Camino High School Medical Pathway	\$129,286
188	North/ Far North	SAVA - Sacramento Academic & Vocational Academy - SCUSD	Public Service Fire Science Growth and Support	\$500,000
189	North/ Far North	Shasta Union High	Building Career-Ready Students in Underserved Populations	\$840,600

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
190	North/ Far North	Shasta Union High	SUHSD Fire 2: Emergency Medical Training and Certification	\$225,040
191	North/ Far North	Shasta Union High	CTE Medical and Student Wellness	\$306,438
192	North/ Far North	Sierra-Plumas Joint Unified	Mechanical Engineering	\$36,750
193	North/ Far North	Siskiyou Co. Office of Education	SiskiyouWorks Middle School to High School	\$433,146
194	North/ Far North	South Sutter Charter	Non-classroom based Pathways - ICT & Digital Media	\$70,000
195	North/ Far North	Tahoe-Truckee Unified	Sierra Continuation High School CTE Pathway Improvement Project	\$345,387
196	North/ Far North	Tahoe-Truckee Unified	North Tahoe High School CTE Pathways Improvement Project	\$529,285
197	North/ Far North	Visions In Education	Visions' Patient Care Pathway	\$9,363
198	North/ Far North	Wheatland	Equity, Engagement & Excellence in 7-12 CTE	\$539,604
199	North/ Far North	Wheatland Union High	Workability Employees - Wheatland's Occupations' Regional Knowledge Center ("WE WORK Center")	\$561,072
200	North/ Far North	Wheatland Union High	Pirates at SEA (Scholars' Enrichment Academies) a Voyage to College and Career Readiness	\$992,773
201	North/ Far North	Woodland Joint Unified	Health Occupations Pathway	\$258,037
202	North/ Far North	Woodland Joint Unified	CTE Experiential Learning	\$460,605
203	North/ Far North	Woodland Joint Unified	Career Exploration	\$593,003
204	North/ Far North	Yolo Co. Office of Education	Career Discovery for Alternative Education Students	\$165,963
205	North/ Far North	Yuba City Unified	Middle School CTE: Gateway to College and Career	\$201,732
206	North/ Far North	Yuba City Unified	Sports Medicine: Pipeline to Health Care Careers	\$65,472
207	North/ Far North	Yuba City Unified	Medical Assisting: Pathway to Employment in Health Care	\$48,082
208	North/ Far North	Yuba Co. Office of Education	Yuba County Child Healthcare and Development	\$12,840
209	Orange County	Anaheim Union High	Advancing Career Counseling in Orange County	\$318,750
210	Orange County	Brea-Olinda Unified	Advancing Career Counseling in Orange County	\$318,750
211	Orange County	Capistrano Unified	Advancing Career Counseling in OC	\$318,750
212	Orange County	Fullerton Elementary	Capacity Building to Spark PATHFinder Engagement in the Fullerton School District	\$298,702
213	Orange County	Fullerton Joint Union High	Building Relevant and Innovative Technology Education (BRITE)	\$636,948
214	Orange County	Garden Grove Unified	Advancing Career Counseling in OC	\$318,750
215	Orange County	Garden Grove Unified	Aligning K14 CTE Pathways for Lifelong Success	\$975,000
216	Orange County	Huntington Beach Union High	Advancing Career Counseling Coordinator	\$318,750
217	Orange County	Irvine Unified	Advancing Career Counseling in OC	\$318,750
218	Orange County	Laguna Beach Unified	Advancing Career Counseling in OC	\$318,750
219	Orange County	Los Alamitos Unified	Advancing Career Counseling in OC	\$318,750
220	Orange County	Newport-Mesa Unified	Advancing Career Counseling in OC	\$318,750
221	Orange County	Orange County Department of Education	Maximizing K-14 Alignment and Partnerships to Expand High-Quality CTE for Orange County Students	\$1,700,000
222	Orange County	Orange County Department of Education	OC Educators Enhancing Student Engagement to Develop Essentials Skills for Workforce Readiness	\$1,000,000
223	Orange County	Orange County Department of Education	Building a Sustainable CTE Infrastructure from Elementary through High School to Community College	\$1,000,000
224	Orange County	Orange Unified	Advancing Career Counseling in OC	\$318,750

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
225	Orange County	Placentia-Yorba Linda Unified	Advancing Career Counseling in Orange County	\$318,750
226	Orange County	Saddleback Valley Unified	Advancing Career Counseling in OC	\$318,750
227	Orange County	Samueli Academy	Enhancing Career Pathways Program	\$45,000
228	Orange County	Santa Ana Unified	Equitable College and Career Opportunities (ECCO)	\$1,653,091
229	Orange County	Santa Ana Unified	SAUSD: Advancing Career Counseling for High Needs Special Populations in Orange County	\$337,000
230	Orange County	Tustin Unified	Advancing Career Counseling in OC	\$318,750
231	San Diego/Imperial	Coronado Unified	Coronado Unified School District - High School Pathway Development Plan	\$347,550
232	San Diego/Imperial	Escondido Union High	Strong Workforce Program K-12 Escondido Union High School District 2020-2021	\$418,429
233	San Diego/Imperial	Grossmont Union High	GUHSD CAREERS (Collaboration, Access, Refinement, Equity, Engagement, Roadmap to Success)	\$800,000
234	San Diego/Imperial	Grossmont Union High	GUHSD Career and Workforce Engagement	\$500,000
235	San Diego/Imperial	Health Sciences High	CTE Expansion Project	\$598,928
236	San Diego/Imperial	Imperial Co. Office of Education	Imperial County Middle School Career Pathway Awareness and Exploration	\$1,000,000
237	San Diego/Imperial	Imperial Valley ROP	Imperial Valley CTE Career Development for All	\$2,000,000
238	San Diego/Imperial	North County Trade Tech High	College Pathway Alignment and Coordination	\$150,000
239	San Diego/Imperial	Pivot Charter School - San Diego II	Pivot San Diego Business	\$20,000
240	San Diego/Imperial	Poway Unified	Poway USD Career Development and Pathway Improvement	\$1,168,669
241	San Diego/Imperial	Ramona City Unified	Expansion of Ramona City Unified District CTE Programs and Pathways to improve Equity and Access	\$150,000
242	San Diego/Imperial	San Diego Co. Office of Education	K12 SWP SDCOE JCCS CTE - MSS & ICT	\$487,851
243	San Diego/Imperial	San Diego Co. Office of Education	SDCOE - High Priority Sector Career Experience Labs	\$604,837
244	San Diego/Imperial	San Diego Unified	Designing Your Future - SDUSD	\$1,999,537
245	San Diego/Imperial	San Diego Unified	Engineering and Manufacturing Pathway Improvement	\$1,292,562
246	San Diego/Imperial	Steele Canyon High	Pathway Improvements and Growth	\$217,485
247	San Diego/Imperial	Sweetwater Union High	Linking the Roadmap to College and Career	\$1,417,867
248	San Diego/Imperial	Valley Center-Pauma Unified	Early Career Exploration and Development	\$64,656
249	San Diego/Imperial	Warner Unified	Warner High School Pathway Diversity	\$80,000
250	South Central Coast	Antelope Valley Union High	Sustaining Pathways to AV's Future	\$1,691,164
251	South Central Coast	Career Education Center	STEM Pipeline to Engineering & Manufacturing	\$500,502
252	South Central Coast	Fillmore Unified	Implementing Motivational Pathways Advancing to Careers in Technology (IMPACT) Project	\$512,505
253	South Central Coast	Oxnard Union High	K-14 Employee Pipeline Project for Oxnard - Hueneme - Camarillo - Somis	\$1,637,285
254	South Central Coast	Santa Barbara County ROP-North	Post-Secondary Transitions - SBCEO/SLOCOE CTE Consortium	\$1,749,687
255	South Central Coast	Santa Barbara Unified	SBUSD K12SWP Rd 3 Strengthening College and Career Counseling	\$681,200
256	South Central Coast	Ventura Unified	Entrepreneurship & Skilled Trades	\$1,749,687
257	South Central Coast	William S. Hart Union High	William S. Hart - Strengthening Santa Clarita's Workforce through Educational Partnerships	\$1,464,806
			Total:	\$148,410,711

Exhibit D:
K-12 Strong Workforce Program
2020-21 Funds
Request for Applications (RFA) and
Program Specifications



California Community Colleges Chancellor's Office
Workforce and Economic Development Division

and

California Department of Education

Request for Applications

K12 STRONG WORKFORCE PROGRAM

Funding Year:	FY 2020-2021
RFA Release Date:	August 27, 2020
Questions Deadline:	Written questions about specifications in the Request for Applications must be received by 5:00 pm on Wednesday, September 30 via email to: K12SWP@cccco.edu
Bidders' Conference:	Wednesday, September 2, 2020 1:00 pm – 2:30 pm PDT
Application Deadline:	Applications must be received by 5:00 pm on Friday, October 16, 2020 in NOVA

Administered by the

California Community Colleges Chancellor's
Office, Workforce and Economic
Development Division (WEDD), 1102 Q Street,
Sacramento, CA 95814–5901

Contents

Section I: General Information	1
A. Background and Purpose	1
B. Objectives and Foundational Principles	2
B1. Objectives	2
B2. Alignment with Strong Workforce Program Regional Plan	2
C. Funding	4
C1. Statewide Funding Allocations to the Regions	4
C2. Regional Funding Distribution Based on Average Daily Attendance	5
C3. K12 Selection Committee	5
C4. Awarded Funding Levels for LEAs	6
C5. Subsequent Funding Requests in Future Cycles	7
D. Eligibility Requirements	7
D1. Eligible Applicants	7
D2. Eligibility Requirements for Applicants	7
D3. Adult Education Programs	9
E. Positive Considerations	10
F. Partnerships	11
G. Match Requirements	13
G1. Proportional Dollar Match	13
G2. Acceptable and Unacceptable Financial Match Sources	13
H. Application Details	14
H1. Application Due Date	14
H2. Application Review	14
H3. Allowable and Non-Allowable Activities and Costs	15
H4. Administrative Indirect Cost Rate	15
H5. Incomplete and Late Applications	15

H6. Performance Period	16
I. Calendar of Key Dates for K12 SWP Grant Cycle	16
J. Technical Assistance	17
K. RFA Clarification	17
L. Appeals Process	18
<hr/>	
Section II: Instructions for Preparing and Submitting the K12 SWP Application	20
A. Creating a NOVA Account/Accessing Your NOVA Account	20
B. NOVA Technical Assistance	20
C. Submitting the K12 SWP Application	20
D. Application Format and Instructions	21
E. Downloadable Application Tools	31
<hr/>	
Appendix A: Grantee Requirements and Guidelines	32
K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020	32
1. Alignment with Guiding Policy Principles to Support K–14+ Pathways	32
2. Leveraging Partnerships and CTE Funding Sources	33
a. Examples of Leveraging SWP at Partnering Community Colleges	33
b. Working Norms for Intersegmental Partnerships	33
c. Leveraging Multiple CTE Funding Sources	34
3. Program Outcome Measures	35
4. Reporting Requirements	36
a. Program Outcome Measures Reporting	36
b. Progress and Fiscal Reporting	36

Appendix B: Program-Specific Legal Terms, and Conditions **38**

K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020	38
1. Cost and Payments	38
2. Work to Be Performed	38
3. Modification/Budget Changes	39
4. Assurances, Certificates, Terms, and Conditions	39

Appendix C: Guidelines, Definitions, and Allowable Expenditures **41**

Guidelines, Definitions, and Allowable Expenditures	41
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LIST OF TABLES

Table 1. 2020 K12 SWP Allocations	4
Table 2. Regional Funding Distribution Based on Average Daily Attendance	5
Table 3. Awarded Funding Levels Based on ADA, 2020	6
Table 4. Calendar of Key Dates for K12 SWP Grant Cycle	16
Table 5. K14 Technical Assistance Providers	19
Table 6. Contact Information for Regional Chairs	19
Table 7. Application Sections	21
Table 8. K12 SWP Progress and Fiscal Report Due Dates	37

Section I: General Information

A. Background and Purpose

California's economic competitiveness is fueled, in part, by the strength of its regional economies and its skilled workforce. California is committed to investing in developing a skilled workforce to meet the state's labor market needs and to ensure upward social and economic mobility for Californians. In 2016, the California Legislature approved the Strong Workforce Program (SWP), budgeting an ongoing \$248 million for the state's community colleges to enhance and expand career technical education (CTE) and workforce training to prepare students for high-wage employment in industries that meet regional labor market needs.

Commencing with the 2018–19 fiscal year, an additional \$150 million was allocated on an annual and ongoing basis to K-12 local education agencies (LEAs) through the K12 Strong Workforce Program (K12 SWP) to create, support, or expand high-quality CTE at the K-12 level (Education Code, Section 88827).

The California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), is **seeking applications from eligible LEAs for K12 SWP funds to create, support, and/or expand high-quality CTE course sequences, programs, and pathways at the K–12 level that are aligned to regional workforce efforts occurring through the SWP.**

B. Objectives and Foundational Principles

B1. Objectives

The primary objectives of K12 SWP are the following:

- To support essential collaboration across education systems between the K–12 sector and community colleges—also known as intersegmental partnerships—with involvement from industry businesses and organizations in strengthening CTE courses, programs, and pathways aligned with regional workforce needs.
- To support LEAs in developing and implementing high-quality, K–14 CTE course sequences, programs, and pathways that:
 - Build foundational career path skills and knowledge essential to subsequent success in college and early career exploration.
 - Enable a seamless and successful transition from secondary to postsecondary education within the same or related career paths.
 - Lead to completion of industry-valued certificates, degrees, or transfers to four-year university or college.
 - Prepare students upon completion of education to enter into employment in occupations for which there is documented demand that pay a livable wage.
 - Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state’s labor markets.
 - Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.

B2. Alignment with Strong Workforce Program Regional Plan

The K12 SWP legislation specifies that funds are provided to “create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program” (Education Code, Section 88827). The workforce development efforts within each region are established by the Strong Workforce Program Regional Plan (“Regional Plan”). Developed under the guidance of each of the eight California Community

College Regional Consortia, each Regional Plan, by design, is responsive to regional economic priorities. Similarly, **applications for K12 SWP funds should be responsive to the regional priorities, labor market needs, and consortium goals as identified in the Regional Plan.**

To remain current, all of the eight Regional Plans are revised every four years and updated annually through collaborations between the community colleges, K–12 LEAs, industry leaders, workforce development agencies, and other workforce development stakeholders.

The Regional Plan for each California Community College Regional Consortium are located at the following websites:

- **Bay Area – Strong Workforce Program Regional Plan**
<http://regionalplan.baccc.net>
- **Central/Mother Lode – Strong Workforce Program Regional Plan**
<http://crconsortium.com/our-roadmap-strong-workforce-data/>
- **Inland Empire/Desert – Strong Workforce Program Regional Plan**
<http://www.desertcolleges.org/swp/plan/>
- **Los Angeles – Strong Workforce Program Regional Plan**
<http://www.laocrc.org/about/strong-workforce-program/los-angeles-county>
- **Orange County – Strong Workforce Program Regional Plan**
<http://www.laocrc.org/about/strong-workforce-program/orange-county>
- **North/Far North – Strong Workforce Program Regional Plan**
<https://nfnrc.org/swp/>
- **San Diego/Imperial Counties – Strong Workforce Program Regional Plan**
<http://myworkforceconnection.org/sdic-strong-workforce/plan/>
- **South Central Coast – Strong Workforce Program Regional Plan**
<http://sccrcolleges.org/strong-workforce-program/community-college-swp/>

C. Funding

C1. Statewide Funding Allocations to the Regions

The California Legislature (Education Code, Section 88827(c)(1)(A-B)) appropriated statewide funding of \$150 million that is apportioned annually by the CCCCO to the fiscal agent of each of the eight SWP Regional Consortia based on the following weighted factors in each region:

- The unemployment rate. (33 percent of the allocation formula)
- The region’s total Average Daily Attendance (ADA) for pupils in grades 7 through 12, inclusive.¹ (33 percent of the allocation formula)
- The proportion of projected regional job openings. (34 percent of the allocation formula)

Table 1. 2020 K12 SWP Allocations

Regional Consortium	K12 SWP Allocation
Bay Area	\$30,825,442
Central Valley/Mother Lode	\$20,846,960
Inland Empire/Desert	\$18,048,425
Los Angeles	\$25,339,879
Orange County	\$11,789,491
North/Far North	\$19,844,596
San Diego/Imperial	\$13,318,371
South Central Coast	\$9,986,836
TOTAL	\$150,000,000

¹ Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. For more information see CDE FAQ webpage at: <https://www.cde.ca.gov/fg/aa/pa/covidfaq.asp>.

C2. Regional Funding Distribution Based on Average Daily Attendance

Within each of the eight regions, funding distribution to the applicants is based on ADA in Table 2 (Education Code, Section 88827(c)(2)).

Table 2. Regional Funding Distribution Based on Average Daily Attendance

Total applicants' ADA	Percentage of a region's allocation
Less than or equal to 140	4%
141 – 550	8%
More than 550	88%

Source: California Community Colleges Chancellor's Office and the California Department of Education, 2020.

A K12 Selection Committee, in consultation with its Regional Consortium, has the discretion to adjust the percentages of a region's allocation, as needed. For example, if LEAs with less than 140 ADA account for substantially less than 4 percent of the region's total ADA, a portion of the 4 percent of funds allocated to that distribution level may be added to another level.

C3. K12 Selection Committee

Each Regional Consortium has a K12 Selection Committee that is responsible for reviewing all LEA applications that are requesting K12 SWP funds within its region (Education Code, Section 88829). The K12 Selection Committee makes all decisions within its region related to selecting grant recipients and awarding specific funding amounts for each grant. Each Regional Consortium forms a K12 Selection Committee made up of individuals with expertise in K–12 career technical education and workforce development.

C4. Awarded Funding Levels for LEAs

There are four funding levels of maximum allowable dollar amounts for each application based on total ADA of the grant-seeking LEAs as shown in Table 3.

Table 3. Awarded Funding Levels Based on ADA, 2020

Total Average Daily Attendance of LEAs	Maximum allowable grant amount
Up to 140 ADA	Up to \$250,000
141 to 550 ADA	Up to \$500,000
551 to 10,000 ADA	Up to \$1,000,000
Over 10,000 ADA	Up to \$2,000,000

Source: California Community Colleges Chancellor's Office and the California Department of Education, 2020.

Total ADA is equal to the sum of all grant-seeking LEAs' ADA (inclusive of both Lead and K–12 Partner Agencies) that are participating in a given application, meaning that the LEAs' total ADA will be used to determine the maximum allowable funding level.

The funding levels in Table 3 indicate the maximum amount that can be requested in any one application. Applicants are allowed to request any level of funding for which they are eligible so long as it does not exceed the maximum level. **The regional K12 Selection Committee has discretion to award an amount less than the requested amount based on an applicant's work plan, budget, number of students and/or teachers served as well as based on the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation.**

Note that LEAs are limited to submitting no more than three K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle.

C5. Subsequent Funding Requests in Future Cycles

Obtaining a K12 SWP grant in one round of funding does not prohibit LEAs from applying again in ensuing funding cycles. Subsequent funding requests are not intended to sustain programs, rather, are intended to create a new CTE program that feeds into a community college program; phase in, augment, or improve the sequence of courses or pathway; or to scale to a larger number of students of a previously funded K12 SWP project.

Additionally, through this competitive grant process, applicants awarded a K12 SWP grant in one year are not guaranteed funding in a subsequent round of funding.

D. Eligibility Requirements

D1. Eligible Applicants

Eligible K12 SWP applicants consist of one or more of any combination of the following LEAs:

- School district
- County office of education
- Charter school
- Regional occupational center or program (ROCP) operated by either a joint powers authority or by a county office of education, provided that the applicant has certified that all partners are aware of this grant and agree to submission.

LEAs are encouraged to partner with other LEAs as co-applicants, but one LEA must be identified as the Lead Agency (or fiscal agent) on each K12 SWP application. The other LEAs are K–12 Partner Agencies. As stated previously, an LEA can submit no more than three K12 SWP applications as a Lead Agency or as a K–12 Partner Agency per funding cycle. Grants may only serve students aged 18 or younger and in grades 7 through 12.

D2. Eligibility Requirements for Applicants

LEAs applying to receive a K12 SWP grant must comply with all of the following:

- The LEA applicant must partner with at least one community college or community college district in their application. It is allowable and encouraged for LEAs to partner with multiple community colleges or community college districts.
 - LEAs that have a substantial number of students being served by a college in another region may partner with a community college in that region, if the college or colleges agree to partner with the LEA. The LEA still applies for funds from the Regional Consortium in which the LEA or LEA site is principally located, not the Regional Consortium of the partnering community college or community college district.
- The LEA shall be located within the geographical boundaries of the region from which it is applying for funds. LEAs that are located in multiple regions may apply in each region within which they have a site but are limited to submitting no more than three applications total as either a Lead or a K–12 Partner Agency. Any LEA that offers primarily online/virtual instruction may apply only in the region within which their chartering district is located.
- Per Education Code, Section 88828(b), each LEA that is a Lead or K–12 Partner Agency on the application will upload a completed High-Quality CTE Program Evaluation that reflects the current practice of existing CTE programs and related evidence on file. LEAs that have applied for CTEIG funds will upload the same High-Quality CTE Program Evaluation used in their most recent CTEIG application. LEAs that did not apply for CTEIG funds will complete and upload a new Program Evaluation. **The Program Evaluation is not scored for the K12 SWP application, but rather used as a tool to inform planning.** By completing the High-Quality CTE Program Evaluation, an LEA identifies areas of improvement in its CTE programs and develops a plan for addressing target areas using the K12 SWP Work Plan. The K12 SWP funding is an opportunity to complement existing CTE plans and work or to create new CTE programs. The High-Quality CTE Program Evaluation can be downloaded at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf>, on the California Department of Education website at <https://www.cde.ca.gov/>.

- Engage in regional efforts to align workforce, employment, and education services.
- Use its region’s Regional Plan to inform efforts to create, implement, or expand CTE courses, course sequences, programs, and pathways; and to the extent possible, integrate available local, regional, state, and private resources to improve the successful outcomes of pupils enrolled in CTE.
- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

D3. Adult Education Programs

Adult Education Programs are not eligible to apply as a Lead Agency nor to be listed as a K–12 Partner Agency. However, an Adult Education Program may be included under a district LEA Lead or K–12 Partner Agency applicant, if the program serves students under the age of 18, as approved by the local board. Adult Education Programs may also be included in the application as a Collaborative Partner, working with K–12 LEAs, community colleges, and other stakeholders to support pathways to higher education and employment for all students.

E. Positive Considerations

Per Education Code, Section 88830, when determining grant recipients, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants. The K–12 Selection Committee shall also give positive consideration to each of the below characteristics in an applicant:

- Aligned programs serving “unduplicated pupils” defined as a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth (Education Code, Section 42238.02).
- Programs that the K–12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.
- Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction. (The annual adjusted statewide grades 9–12 dropout rate is 9.0 percent, CDE 2018-19.)
- Programs located in an area of the state with a high unemployment rate. (Lead LEAs and/or Partner LEAs to be located in an Area of Substantial Unemployment defined as at or above 6.451%.)²

When determining grant recipients, the K–12 Selection Committee shall give greatest weight to the applicant characteristics included in this subdivision.

- The K–12 Selection Committee shall also give positive consideration to programs to the extent they do any of the following:
 - Successfully leverage one or both of the following:
 - Existing structures, requirements, and resources of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, the partnership academies

² Source: California Workforce Innovation and Opportunity Act 2019-20.

program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.

- Contributions from industry, labor, and philanthropic sources.
- Make significant investments in career technical education infrastructure, equipment, and facilities.
- Operate within rural school districts.

F. Partnerships

The K12 SWP encourages and supports intersegmental collaboration—or partnerships between LEAs, postsecondary institutions, workforce agencies, and industry—in developing K–14 CTE courses, programs, and pathways aligned with the Regional Plan. At a minimal requirement, applicants must demonstrate a partnership between the applying LEAs and at least one California community college or community college district.

Following is a description of the required partners and the recommended partners in K12 SWP partnerships.

Higher Education Partners

LEA applicants are required to identify a purposeful partnership with at least one partnering community college or community college district with the intent of developing clearly defined K-14 career pathways for students. LEAs are encouraged to partner with multiple community colleges for developing or supporting multiple K–14 CTE course sequences, programs, or pathways aligned with regional workforce needs. An LEA may partner with a community college in another region if that community college agrees to partner with the LEA, and the K–14 pathway is strengthened by such a partnership.

The LEA–community college collaboration is a mutually beneficial partnership. The LEA can leverage the SWP efforts and resources of the partnering community college, while

the community college can anticipate prepared, incoming students for their pathways and better predict student enrollment levels. Moreover, students and employers benefit when students are able to more fully develop knowledge, skills, and abilities through participation in a longer sequence of aligned instruction.

In addition to the required partnership with at least one community college or community college district, other optional higher education partners are four-year colleges, including California State Universities, Universities of California, and private colleges.

Collaborative Partners

LEAs seeking K12 SWP funds are encouraged, though not required, to identify partnerships with Collaborative Partners, which agree to support and inform LEAs as they create, implement, or expand K–14 CTE programs and pathways.

Collaborative Partners include businesses and industry organizations, workforce development agencies, government offices, and philanthropies, among others. Adult Education Programs that serve students over the age of 18 may be included as Collaborative Partners. Collaborative Partners may provide, for example, industry expertise, staff, access to equipment, and/or work-based learning opportunities

K–12 Partner Agencies

Collaboration between LEAs is encouraged, though not required. All other LEAs that are not the Lead Agency on the application, but that will receive K12 SWP funds and/or services from this strand of work, are K–12 Partner Agencies and should be included as such in the application submission under “K–12 Partner Agencies.” For example, when a county office of education is the Lead Agency, school districts engaged in the K12 SWP work are K–12 Partner Agencies.

G. Match Requirements

G1. Proportional Dollar Match

Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California’s regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

Per Education Code, Sections 88828, (c)(1)(A)(B), any K12 SWP funds awarded, the grantee is required to provide a proportional dollar match as follows:

- For ROCPs operated either by a joint powers authority or by a county office of education, one dollar (\$1) for every one dollar (\$1) awarded. The ROCP needs to be the Lead Agency on the application.
- For all other LEAs, two dollars (\$2) for every one dollar (\$1) awarded.

G2. Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the projects proposed in the grant. The match may include funding from the following sources:

- School district and charter school LCFF apportionments.
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act), or its successor.
- Partnership Academies Program.
- Agricultural Career Technical Education Incentive Grant.
- Community College Strong Workforce Program (SWP) that directly serves K–12 pupils (i.e., dual enrollment, early college credit).
- California Adult Education Programs (CAEP), as approved by the local board.
- Business, industry, philanthropic sources that will directly support the program.
- Any other source, except those described below.

The match may **NOT** include funding from any of the following:

- California Career Technical Education Incentive Grant Program (CTEIG).
- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.

H. Application Details

H1. Application Due Date

The K12 SWP application, the required forms, and all supporting documents must be submitted and certified via the NOVA reporting system **on or before Friday, October 16, 2020, by 5:00 pm**, at which time the application system will close. **Printed or faxed copies of the application will not be accepted. Only applications submitted via the NOVA reporting system will be accepted.**

H2. Application Review

Each application will be read and scored by a minimum of three trained reviewers from the regional K12 Selection Committee formed by the SWP Regional Consortium in the region in which the applicant is applying. Application reviews will occur from October 19, 2020 through November 20, 2020.

The K12 Selection Committee can take a variety of factors into consideration in making their funding decisions and are not required to fund the highest scoring applications if these applications are determined not to align with the regional plans or do not meet regional economic needs (Education Code, Sections 88821 and 88830).

The K12 Selection Committee reserves the right to adjust the funding amount to align with the proposed scope of work in the application. The K12 Selection Committee may,

at its discretion, award less than the amounts requested, based on review of the application and the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation. When determining grant recipients under the K–12 component of the Strong Workforce Program, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants (Education Code, Section 88830(a)).

For information on scoring, application format, and instructions, please see "Section II: Instructions for Preparing and Submitting the K12 SWP Application."

H3. Allowable and Non-Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Budgets without descriptions and/or that include items deemed non-allowable, excessive, or inappropriate will receive a lower score. Program funds are for direct services to the project only and are intended to supplement, not supplant, existing investments. Applicants should refer to the Strong Workforce Program (Education Code, Sections 88820-88833) and "Appendix C: Guidelines, Definitions, and Allowable Expenditures" to determine specific allowable and non-allowable activities and costs.

H4. Administrative Indirect Cost Rate

An LEA may take a maximum of 4% administrative indirect costs for the term of the grant. This is the approved rate set by the CCCCCO.

H5. Incomplete and Late Applications

Incomplete or late applications will not be considered. The CCCCCO and K12 Selection Committees reserve the right to reject any and all applications received prior to scoring should the following occur:

- The application is not received and certified via submission through the NOVA reporting system by 5:00 pm on Friday, October 16, 2020. NOVA will not accept applications after the deadline.
- The budget exceeds the maximum amount allowed as specified in the Request for Application instructions.

- The application does not meet the match requirement funding levels and/or indicates that the match comes from non-allowable sources.
- The application is incomplete and/or missing any required documents.

H6. Performance Period

Successfully awarded project applications will be funded from January 2021 to June 2023. There will be no extensions to the performance period.

I. Calendar of Key Dates for K12 SWP Grant Cycle

Table 4. Calendar of Key Dates for K12 SWP Grant Cycle

Date	Event
August 27 – October 16, 2020	K12 SWP Online Application submission window in NOVA
September 2, 2020	Bidders' Conference Webinar
September 2020	Regional Engagement Information Sessions
September 18, 2020	NOVA platform applicant training
September 30, 2020	Questions Submission Deadline to K12SWP@cccco.edu
October 16, 2020	K12 SWP Applications due in NOVA system
October 19 – November 20, 2020	K12 Selection Committees review applications and submit nominations of proposed grantees
November 25, 2020	K12 SWP preliminary awards announced
December 9, 2020	Appeals due to SWP Regional Consortium
January 15, 2021	SWP Regional Consortia communicate intent to award funds to LEAs and initiate subcontract process
January 2021	K12 SWP project term begins
June 2023	K12 SWP project term ends

J. Technical Assistance

Bidders' Conference Webinar. The CCCCO staff will host an informational Bidders' Conference Webinar to provide an overview of the project submission process and offer potential applicants an opportunity to ask additional clarifying questions. Failure to attend the webinar will not preclude the submission of an application. The webinar will be recorded for posting on the K12 SWP website.

Date and Time: September 2, 2020 1:00PM – 2:30PM PT

Webinar Registration:

https://cccconfer.zoom.us/webinar/register/WN_RaJtVKx0RDGnflzpz78Wcg

In addition, K14 Technical Assistance Providers (K14 TAPS) are available for your region.

Table 5. K14 Technical Assistance Providers

Region	K14 TAPs	Email Address
Bay Area	Sharon Turner Don Harjo Daves-Rougeaux	turnersharon@fhda.edu don@bacc.net
Central/Mother Lode	Diane Baeza	Diane.Baeza@tcoe.org
Inland Empire/Desert	Stephanie Murillo	Stephanie.Murillo@rccd.edu
Los Angeles	Amy Kaufman	akaufman.cccco@gmail.com
North/Far North	Tanya Meyer	tmeyer@frc.edu
Orange County	Gustavo Chamorro	chamorro_gustavo@rscdd.edu
San Diego/Imperial	Leslie Wisdom	Leslie.Wisdom@gcccd.edu
South Central Coast	Dr. Giselle Bice	giselle.bice@canyons.edu

K. RFA Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify the CCCCO of the error and request a written

modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA, without divulging the source of the request. Insofar as practical, the CCCCCO will give such notice to other interested parties, but the CCCCCO shall not be responsible for failure to do so.

Written questions concerning the specifications and instructions in this Request for Applications must be submitted by email to K12SWP@cccco.edu **no later than Friday, October 16, 2020 at 5:00 pm**. Questions submitted by that time will be addressed at the Bidders' Conference Webinar and/or in a subsequent Frequently Asked Questions (FAQs) document posted on the CCCCCO website at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/FAQs>.

Following the question deadline of September 30, 2020, only technical questions (e.g., questions about accessing the NOVA system, logistical challenges using NOVA or the K12 SWP online application, etc.) will be answered. No response will be provided to content questions submitted to K12SWP@cccco.edu after that date.

L. Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the Regional Consortium for the region in which the application was submitted. The Regional Consortium must receive the letter of appeal, with a signature by the authorized person, no later than 5:00 pm on December 9, 2020. Only e-mailed letters will be accepted. The final decision will be provided in writing within two weeks from the date that appeals are due or by December 23, 2020. The Regional Consortium's decision shall be the final administrative action afforded the appeal.

Appeals shall be limited to the grounds that the K12 Selection Committee failed to correctly follow the specified processes for reviewing the application. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals will not be considered. The appellant may not supply any new information that was not contained in the original application.

Appeals should be submitted to the Regional Consortium at the following email addresses:

Table 6. Contact Information for Regional Chairs

Region	Regional Chair	Email Address
Bay Area	Rock Pfothenauer	rock@baccc.net
Central/Mother Lode	Janice Offenbach	janice.offenbach@reedleycollege.edu
Inland Empire/Desert	Julie Pehkonen	julie.pehkonen@rcc.edu
Los Angeles	Karen Childers	childers_karen@rscdd.edu
North/Far North	Blaine Smith	smithbl@butte.edu
Orange County	Gustavo Chamorro	chamorro_gustavo@rscdd.edu
San Diego/Imperial	Mollie Smith	mollie.smith@gcccd.edu
South Central Coast	Luann Swanberg	lrswanberg@pipeline.sbccc.edu

Section II: Instructions for Preparing and Submitting the K12 SWP Application

A. Creating a NOVA Account/Accessing Your NOVA Account

The K12 SWP Application is housed in the Chancellor's Office NOVA system. NOVA allows users to plan, invest, and track their investments across different programs.

To access NOVA as a K12 SWP user, please create an account using this shortened link: <https://goo.gl/t65j2x> or access your existing account at nova.cccco.edu.

B. NOVA Technical Assistance

NOVA Platform Applicant Training Webinar. The CCCCO staff will host a training on using the NOVA online application platform. The webinar will be recorded for posting on the K12 SWP website. For questions related to the NOVA system that are not addressed in the webinar, please contact k12swp@cccco.edu.

Date and Time: September 18, 2020 1:00PM – 2:30PM PT

Webinar Registration:

https://cccconfer.zoom.us/webinar/register/WN_G7kY5B3vTP-dlINflH5_sQ

C. Submitting the K12 SWP Application

Once you create a NOVA account, you can submit an application. In NOVA, go to the sidebar menu; click “Programs” then “K12 SWP” and “Applications.” Click “Create New Application” button to begin.

D. Application Format and Instructions

The following instructions describe the content and format of the application. Only applications submitted via the NOVA system will be accepted. In order to receive the highest possible score and to prevent disqualification, the application instructions in NOVA must be followed, all questions must be answered, and all requested information must be supplied.

Applicants may be required to make adjustments in the budget, work plan, or other aspects of the application prior to distribution of funds.

NOTE: Grant applications are scored based on a 100-point scale as indicated in the list provided below. A minimum average score of 75 must be obtained during the review process, which includes multiple readers and scoring rubrics, in order to be considered for funding.

Table 7. Application Sections

Application Section	Maximum Points
1. Pathway Identification	Not Scored/Required
2. Lead Local Education Agency (LEA)	Not Scored/Required
3. K–12 Partner Agencies (LEA)	Not Scored/Optional
4. Higher Education Partners	Not Scored/Required
5. Collaborative Partners	Not Scored/Optional
6. Problem Statement and Project Objectives	25 Points
7. Industry Sectors and Pathways	Not Scored/Required
8. CTE Pathway/Program Work Plan	60 Points
9. Budget	15 Points
10. Assurances	Not Scored/Required
11. Supporting Documentation	Not Scored/Required

1. Pathway Identification (Maximum Points: Not Scored/Required)

- a. Pathway/Project Title.
- b. Project Start and End Dates for proposed work.
- c. K12 SWP 2019–20 Applicant: If applicable, please indicate whether your organization applied for funds in 2019–20.
- d. K12 SWP 2019–20 Award/Role: If applicable, please indicate whether your organization was awarded funds in 2019–20 and your organization’s role in this work (as Lead or K–12 Partner Agency).
- e. CTEIG Award: If applicable, please indicate whether your organization was awarded funds in 2019–20 and whether your organization is in the process of applying for CTEIG funds for 2020–21.

2. Lead Local Education Agency (LEA) (Maximum Points: Not Scored/ Required)

- a. Lead LEA Type: Select the Agency Type from the drop-down list.
The Lead Agency/fiscal agent on the application must be one of the following eligible LEAs: school district, county office of education, direct-funded charter school, or regional occupational center or program operated by a joint powers authority or county office of education. If applying as an ROC/P based at a county office of education, be sure to select the appropriate ROC/P option.
- b. Lead LEA: Select the LEA that will serve as the Lead Agency for this CTE Pathway/Program Plan. If the agency cannot be found or if the information is inaccurate, please contact the K12 SWP help desk by clicking the link in the instructions. (Address and ADA for Lead LEA are auto-populated by NOVA.)
- c. Lead LEA Primary Contact: Please identify the individual who will serve as Primary Contact for this Pathway/Program Plan. Include name, phone, and email.
- d. Participating Schools: Enter each of the lead LEA’s school(s) that is participating in the Pathway/Program Plan.
- e. Pathway/Program Region: Select the region in which you are applying. The LEA shall be located in and offer instruction within the geographical boundaries of the region from which it is applying for funds. LEAs that offer site-based instruction in multiple regions should apply within the region where

the participating site is located. LEAs that offer primarily online/virtual instruction may apply only in the region within which its chartering district is located.

3. K–12 Partner Agencies (Local Education Agency: LEA) (Maximum Points: Not Scored/Optional)

For each K–12 Partner Agency provide:

- a. K–12 Partner Agency Type from the drop-down list.
- b. K–12 Partner Agency: Select the K–12 Partner Agency for this CTE Pathway/Program Plan. (Address and ADA for K–12 Partner Agency are auto-populated by NOVA.)
- c. K–12 Partner Agency Primary Contact: Please identify the individual who will serve as Primary Contact. Include name, phone, and email. (Contact information must be provided for each Partner.)
- d. K–12 Participating Schools: Enter each of the partner LEA’s K–12 schools that are participating in the CTE Pathway/Program.

4. Higher Education Partner(s) (Maximum Points: Not Scored/Required)

For each Higher Education Partner provide:

- a. CCC Partner: Select the CCC/CCD Partner for this CTE Pathway/Program Plan.
Please note that the K12 SWP requires an intersegmental partnership between the K–12 system and at least one California community college (CCC) or California community college district (CCCD). (Address for CCC Partner(s) is auto-populated by NOVA.)
- b. CCC Primary Contact: Please identify the individual who will serve as Primary Contact for this college’s participation in the CTE Pathway/Program Plan. Include name, phone, and email. (Contact information must be provided for each Partner.)
- c. (OPTIONAL) Additional Higher Education Partner(s): If applicable, select any additional higher education partners participating in the Pathway/Program Plan. Please note that additional higher education partners may include UCs, CSUs, and other 4-year institutions.

5. Collaborative Partners (Maximum Points: Not Scored/Optional)

For each Collaborative Partner provide:

- a. Collaborative Partner: List the Collaborative Partner name and identify partner type and their proposed role for this CTE Pathway/Program Plan. Include name, phone, and email. (Contact information must be provided for each Partner.)

Collaborative Partner(s) Type includes: Businesses, community organizations, industry organizations, philanthropic organizations, workforce development agencies, and government agencies, among others.

Collaborative Partner Role includes: Fiscal/financial contribution, partnership and subject-matter expertise, curriculum development/ alignment, work-based learning experiences for students, and externship experience for educators and administrators, among others.

6. Problem Statement and Project Objectives (Maximum Points: 25)

Problem Statement (9 points)

- a. Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address (2,500 characters maximum). Be sure to include:
 - i. Local/regional workforce need informed by your region's Regional Plan.
 - ii. Targeted underserved student populations requiring increased access and engagement in CTE.
 - iii. Challenge(s) in current CTE pathway(s) that this plan will address.
 - iv. Data that supports the above needs.

Project Objectives (8 points)

- a. Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals (2,500 characters maximum). Please include program strategies that:

- i. Are informed by your region’s Regional Plan and/or address workforce needs in the local or regional economy.
- ii. Lead K–12 students to postsecondary studies.
- iii. Target improved access and engagement of underserved students.

Local/regional economies (3 points)

- a. System will display if the Lead LEA and/or Partner LEAs are located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%. (Source: California Workforce Innovation and Opportunity Act 2019–20.)
- b. System will display if the Lead LEA and/or Partner LEAs operate within rural school districts.

Underserved student populations (5 points)

- a. Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.
- b. Indicate whether the proposed CTE program(s) serves the following unduplicated pupils: English learners, students who qualify for free or reduced-price meals, or students who are designated foster youth (Education Code, Section 42238.02).
- c. Indicate whether the proposed CTE program(s) serves K–12 students that are defined as special populations per Perkins V.

NOTE: You will have an opportunity to describe the strategy for targeting these student populations in the Work Plan and application.

7. Industry Sectors and Pathways (Maximum Points: Not Scored/Required)

- a. Please select the appropriate Industry Sectors you plan to target. The California Department of Education Industry Sectors are cross-walked with the California Community Colleges. When you select the appropriate CDE sector(s), the associated sector(s) will automatically populate.

- b. Proposed CTE Pathway/Program Work. Select the pathway(s) to be included in the Pathway/Program Plan. At least one pathway must be selected.
- c. Identify the design purpose of the proposed K12 SWP work and for each, list the number of Pathways/Programs involved.
 - Create a new pathway(s)
 - Scale an existing pathway(s)
 - Implement cross-sector work

It is acceptable for a project's scope of work to focus on only one design purpose.

8. CTE Pathway/Program Work Plan (Maximum Points: 60)

- a. High-Quality CTE Program Evaluation (Upload Program Evaluation from your 2019–20 CTEIG Application in the “Supporting Documents” section). A completed Program Evaluation must be included for each lead and partner. The High-Quality CTE Program Evaluation can be downloaded at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf> or on the California Department of Education website at <https://www.cde.ca.gov/>.
 - **2019–20 CTEIG applicants:** For each LEA—including Lead Agency and all K–12 Partner Agencies—please upload a copy of the High-Quality CTE Program Evaluation completed for your CTEIG application.
 - **All other applicants:** Please complete the High-Quality CTE Program Evaluation for each LEA and upload a completed copy. Check only one box for each eligibility standard (criteria). For each box that you check, list the evidence that you have on file at your LEA in the corresponding column as you may be asked to provide that evidence. You may make comments in the last column to assist the reviewer in understanding your self-assessment scoring.

Note: K12 SWP will not score or use the score received on this Program Evaluation. The Program Evaluation should be used as a tool to guide the planning and implementation of K12 SWP work.

b. K14 Pathway Quality Strategies

Please identify which of the following four K14 Pathway Quality Strategies (Strategies) will be addressed by the proposed CTE Program/Pathway work.

- Curriculum and Instruction
- College and Career Exploration
- Postsecondary Transition
- Work-Based Learning

It is acceptable for the proposed work to focus on only one Strategy. In fact, applications that focus on one Strategy with clear and thorough plans for improving its programs or pathways are valued over applications that identify several Strategies that do not have clear and thorough implementation plans. Your application will be scored on only the applicable Strategy(ies) selected.

c. CTE Pathway/Program Work Plan

The CTE Pathway/Program Work Plan is a requirement of the application. Use the CTE Pathway/Program Work Plan to describe the activities and strategies that will be implemented to address the Problem Statement and to achieve the Project Objectives. For each K14 Pathway Quality Strategy (i.e., Curriculum and Instruction, College and Career Exploration, Postsecondary Transition, Work-Based Learning) that is the focus of this work (selected earlier in the application), you will provide:

- A. Description of work funded by K12 SWP
- B. List of project activities and expected outcomes
- C. Partner role and responsibilities
- D. Number of students and/or teachers to be served and the way in which they will be served
- E. Justification for requested funds (Return on Investment)

As previously mentioned, applications that focus on one or two Strategies are scored with equal consideration as applicants that focus on three or four

Strategies. Complete only the forms that reflect the Strategy in which K12 SWP funds will support.

Note: For the K12 SWP 2020 application, work plan details will be entered directly into the NOVA platform. A work plan practice template, scoring rubrics, and additional resources can be downloaded at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications>

Review the K12 SWP Scoring Rubrics to ensure that your work plan addresses each criterion that will contribute to the overall work plan score. For example, when providing “**Description of work funded by K12 SWP**,” address the issues in the Problem Statement, how proposed activities will improve CTE programs or pathways, how access and engagement for underserved students will change, and any intermediary steps planned.

d. Leveraging other CTE Funds to Support this Work

Identify the additional funding sources that will support this work. Check all that apply.

- LCFF (general funds)
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- CTEIG (California Technical Education Incentive Grant)
- Agricultural Career Technical Education Incentive Grant
- CTEFP (Career Technical Education Facilities Program/Prop 51)
- CPA (California Partnership Academies grants)
- SSP (Specialized Secondary Programs grant)
- SWP (Strong Workforce Program)
- Other: _____

9. Budget (Maximum Points: 15)

Budget: Each Lead LEA and K–12 Partner Agency (if applicable) must prepare a budget by object code, provide descriptions, and identify match funds.

- a. Use the Budget and Match template as a planning tool from which information can be copied and entered into NOVA.

A budget template, budget example, and additional resources can be downloaded at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications>

- b. Include how the grant funds will be distributed to each Lead Agency and K–12 Partner Agency (if applicable) for each fiscal year the proposed work will span. The template allows for expenditure object code 1000–7000.

1000 – Certificated Salaries: Certificated CTE teacher salaries

2000 – Classified Salaries: Classified salaries associated with CTE programs only

3000 – Employee Benefits: Only those benefits associated with CTE teacher salaries

4000 – Books and Supplies: Only those expenses related to CTE courses

5000 – Services and Other Operating Expenditures: Only those charges related to CTE teachers and CTE programs

6000 – Capital Outlay: Only those expenses related to CTE courses

7000 – Indirect Costs

The total budget will populate based on the amounts entered. This is not a guarantee of being funded the grant award amount that corresponds to the proposed match.

Please see “Section I: General Information” as well as “Appendix C: Guidelines, Definitions, and Allowable Expenditures” for information about allowable costs and administrative indirect cost rates.

10. Assurances

A duly authorized representative for the Lead LEA should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please attest to the assurances that this Pathway/Program Work Plan is:

- In compliance with K12 SWP legislation (Education Code, Section 88827).
- Aligned with your district(s)/partner district(s) 2020–21 LCAP.
- Informed by, aligned with, and expands upon your region’s Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information and regional priorities.
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

Please attest to the assurances that the Lead LEA will:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

11. Supporting Documentation

Applicants **must** upload the following document:

- Completed 2019–20 High-Quality CTE Program Evaluation for each applicable LEA participating in this work.

Although it is not required, applicants may also upload:

- Agreements/MOUs (e.g., agreements between Higher Education, Collaborative, and/or K–12 Partner Agencies) and/or

- Letter of Commitment/Letter of Support (e.g., letters from Higher Education, Collaborative, and/or K–12 Partner Agencies indicating support for the application).

Do not upload any other types of documents, as they will not be reviewed or factored in the scoring process.

E. Downloadable Application Tools

For your convenience, the required application materials, scoring rubrics, and practice templates are available and downloadable.

The below referenced application tools and resources can be downloaded at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/K12-SWP-Request-for-Applications>

- a. CTE Pathway/Program Work Plan practice template
- b. CTE Pathway/Program Problem Statement and Project Objectives EXAMPLE
- c. CTE Pathway/Program Budget and Match template
- d. CTE Pathway/Program Budget and Match EXAMPLE
- e. CTE Pathway/Program Scoring Rubrics
- f. High-Quality CTE Program Evaluation (*required*) can be downloaded at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig2020-21attach1.pdf>

Appendix A: Grantee Requirements and Guidelines

K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020

1. Alignment with Guiding Policy Principles to Support K–14+ Pathways

The California Workforce Pathways Joint Advisory Committee (CWPJAC) developed the Guiding Policy Principles to Support K–14+ Pathways to help prioritize a policy pivot towards purposeful integration of the student experience across systems and into college and career, while addressing industry workforce needs. The CWPJAC recommends incorporating the following Guiding Policy Principles in K12 SWP implementation:

- **Focus on a Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.
- **Promote Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
- **Achieve System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility in California's industry sectors.
- **Support the Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts

on implementation of state standards, attainment of student outcomes, and a strengthening of California’s regional economies.

2. Leveraging Partnerships and CTE Funding Sources

a. Examples of Leveraging SWP at Partnering Community Colleges

Following are a few examples of how LEAs can leverage a partnering community college’s existing SWP efforts.

- The partnering community college offers dual enrollment and articulated courses as part of K–14 CTE pathways so that high school students can earn early college credit and enter college CTE programs with advanced standing.
- The partnering community college can share course syllabi and collaborate with K–12 to create vertical alignment in CTE pathways.
- The partnering community college counselors and the K–12 counselors collaborate so that students stay on their chosen pathway as they transition from secondary to postsecondary education.
- The partnering community college has an SWP-funded CTE coordinator, who is responsible for outreach and marketing of CTE programs, including promoting the K–14 pathways at secondary schools and ROCPs. The CTE coordinator can host open houses, provide college tours, speak to high school students and their parents, and share marketing collateral with the high school community.
- The partnering community college offers its college students apprenticeships and work-based learning opportunities through its relationships with industry. Additional work-based learning opportunities for high school CTE pathways can be established with the same industry organizations.

b. Working Norms for Intersegmental Partnerships

Providing students with a seamless CTE pathway from K–12 through postsecondary education is a central component of the K12 SWP objectives. To support intersegmental partnerships between K–12 LEAs, institutions of higher education, and Collaborative Partners, the CWPJAC recommends these working norms in building student-centered, high-quality, K–14 college and career pathways:

1. Frequent, open, and intentional communication between educational agencies, workforce agencies, and employers.
2. A mindset shift from insular to coordination of planning and from independent to interdependent implementation of systems to make better use of and maximize scarce public funds.
3. A continual scan for opportunities to leverage, build upon, and/or replicate effective models and practices in order to benefit from the scale of the state.
4. An understanding of the existing eco-system as a basis to build a new culture for our institutions and incentivize behaviors and relationships.
5. Ongoing alliances through sustained funding and mutual agreements in order to “stay the course” despite governance changes.
6. A commitment to the work to create stability and sustainability of the K–14+ college and career pathway system.

c. Leveraging Multiple CTE Funding Sources

LEAs are expected to support their CTE programs and pathways primarily through funds from the Local Control Funding Formula (LCFF), ensuring that the programs and pathways are integral to the LEAs’ programs of study. K12 SWP is intended to assist LEAs in building their capacity to leverage funds from their LCFF and other possible Federal and State CTE funding sources—such as Perkins V and CTEIG—to build strong pathway programs. In doing so, LEAs are demonstrating a commitment to improve CTE opportunities for students through high-quality programs and pathways.

Following is an example of how LEAs can leverage funding sources.

A high school plans to expand its CTE program, and it strategically leverages its different funding sources: Funds from LCFF are budgeted for the hiring of a new CTE teacher; CTEIG funds support professional development and the purchase of new equipment; Perkins V funds support student services for special populations and increased recruitment of such students; while K12 SWP funds support modifying the “a-g” curriculum with an industry focus on career pathways and skills, building connections with its local community college to provide dual enrollment courses, and establishing work-based learning opportunities with local businesses.

3. Program Outcome Measures

The long-term measures of success for the K12 SWP are the students completing high school, transitioning successfully into an aligned postsecondary program, graduating with a degree or credential in a high-demand field, and securing employment successfully. The K12 SWP Metrics are designed to measure student-level outcomes from K–12 to postsecondary education and employment. Only four metrics measure K–12 student-level outcomes, while the remaining metrics apply to postsecondary student-level outcomes and employment outcomes.

The **K12 SWP Metrics** that measure **K–12 student-level outcomes**:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school.

The **K12 SWP Metrics** that measure **postsecondary student-level outcomes**:

- Entered registered apprenticeship after participation in high school pre-apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

The **K12 SWP Metrics** that measure **employment student-level outcomes**:

- Employed in a job closely related to field of study after exiting CA Community College.
- Median annual earnings of students after exiting CA Community College.
- Attained a living wage after exiting CA Community College.

4. Reporting Requirements

a. Program Outcome Measures Reporting

As a K12 SWP grant recipient, LEAs may need to collect extra data elements in addition to those required by CDE. The K12 SWP grant recipients (both Lead and K–12 Partner Agencies) must submit the required end-of-the-year files to CDE by November 1, immediately following the fiscal year for which data are being reported.

Grant recipients must also notify their region’s K–14 Technical Assistance Provider that data has been reported by the due date. The K12 Selection Committee, in consultation with the SWP Regional Consortium, may end contracts and grants from grantees that do not provide the required outcomes-based data.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, beginning in 2021–22 all grant recipients, both lead and partnering LEAs, are required to upload end-of-year data files, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K–12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant; and
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

b. Progress and Fiscal Reporting

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit ten (10) Quarterly Expenditure and Progress Reports and one (1) end-of-project Final Report to their SWP Regional Consortium. The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88827. The Lead

Agency of the K12 SWP grant is responsible for ensuring that Lead and K–12 Partner Agencies on the grant submit all required progress and fiscal data. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Regional Consortium.

Table 8. K12 SWP Progress and Fiscal Report Due Dates

Date	Report
April 30, 2021	Year 1, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 30, 2021	Year 1, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2021	Year 2, First Quarter (July-Sept) Expenditure and Progress Report
January 28, 2022	Year 2, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 29, 2022	Year 2, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 29, 2022	Year 2, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2022	Year 3, First Quarter (July-Sept) Expenditure and Progress Report
January 27, 2023	Year 3, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 28, 2023	Year 3, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 28, 2023	Year 3, Fourth Quarter (April-June) Expenditure and Progress Report
August 31, 2023	Final Report

Appendix B: Program-Specific Legal Terms, and Conditions

K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020

1. Cost and Payments

In consideration of satisfactory performance of the services described in the Grantee's application, the applicable Strong Workforce Program Career Technical Education Regional Consortium (hereinafter Regional Consortium) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement. Payment should be made as follows:

Beginning in 2021, an advance payment of 70% of the total amount of this Grant Agreement will be paid, upon receipt of an invoice, after the Grant Agreement is fully executed.

Grantee may request progress payment(s) up to 20% of the total amount of this Grant Agreement upon submission of an invoice and accompanying documentation as required by the Regional Consortium and completion of all reports due at the time the invoice is submitted. Payment of the final 10% will be made upon receipt of an invoice and accompanying documentation as required by the Regional Consortium, and review and approval by the Regional Consortium of expenditure/progress reports and the final report.

2. Work to Be Performed

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement with the Regional Consortium.

3. Modification/Budget Changes

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing to the Regional Consortium prior to the modification being made. The Regional Consortium may require that a Grant Amendment be processed, if the Regional Consortium determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Grantee may make changes to any budget category amounts up to 10% of the total award amount per line item without the approval of the Regional Consortia so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Regional Consortium.

Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant Agreement is materially affected. The process for requesting and approving grant amendments are determined by the Regional Consortium. Budget changes or amendments are subject to applicable program limitations and require approval of the Regional Consortium. No extensions to the performance period will be granted.

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so. When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded.

4. Assurances, Certificates, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds.

The certified K12 SWP application is a commitment to comply with the assurances, certifications, and terms and conditions associated with the grant as described in the K12 SWP Request for Applications and K12 SWP legislation (Education Code, Sections 88820-88833).

As a condition of receiving funds, funded applicants shall do the following:

- Enter into a grant agreement with the applicable Strong Workforce Program Regional Consortium that may include terms and conditions provided by CCCCCO and the applicable Regional Consortium.
- Certify that all identified partners are aware of this grant application and agree to its submission.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees must:
 - Provide student-level data necessary to evaluate K12 SWP as required by Legislation;
 - Submit required end-of-year data files; and
 - Notify K–14 Technical Assistance Provider that data has been reported.

Appendix C: Guidelines, Definitions, and Allowable Expenditures

Guidelines, Definitions, and Allowable Expenditures

Determining if a Cost is Allowable

All allowable costs must meet three primary criteria: (1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; (2) The cost must be allocable to the funding source activities; and (3) The cost must not be a general expense required to carry out the fiscal agent's overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

While the proposed cost is allowable under the funding source, is it also *reasonable*?

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances pre-vailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What are the guidelines of *allocable*?

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be related to the statement of work/budget that have been approved by the Consortium.

What is *supplanting*?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

Allowable General Costs

There are permissible activities within K12 Strong Workforce Program funds. In addition, there are criteria for what can be funded while doing those activities. The following table is a synopsis of rules to determining allowability of costs.

Allowable	Allowable with Prior Approval	Unallowable
-	-	Advertising and Public Relations
-	-	Alcoholic Beverages

Allowable	Allowable with Prior Approval	Unallowable
-	-	Alumni Activities
-	-	Audit Costs
-	-	Bad Debts
-	-	Commencement and Convocation Costs
-	Communication Costs (telephone, telegrams, postage, messenger)	-
Compensation for Personnel Services (salary, wages, fringe benefits)	-	-
-	-	Contingencies
-	-	Contributions or Donations Given or Paid Out (cash, property, services)
-	-	Entertainment Costs ¹
Equipment ² (low value assets with a value greater than \$250 - \$4,999)	-	Equipment ²
-	-	Fines and Penalties ³
-	-	Fundraising and Investment Costs
-	-	Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.) ⁴
-	-	Goods & Services for Personal Use
-	-	Improvements ⁵
Indirect or Administrative Expenditures (<i>rate approved by the Chancellor's Office</i>)	-	-
-	-	Lobbying

Allowable	Allowable with Prior Approval	Unallowable
-	-	Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)	-	-
Meetings and Conferences ⁶	-	-
-	Memberships ⁷	-
Professional and Consultant Services	-	-
-	-	Proposal Costs
Publication and Printing Costs (printing and publication costs related only to funded project activities)	-	-
Maintenance & Repair Costs ⁸ (keeping in efficient operating condition)	-	Maintenance & Repair Costs ⁸ (construction, remodeling, increasing value)
-	-	Student Expenses, Activities or Direct Services
-	-	Selling and Marketing ⁹
Travel ¹⁰	Out-of-State Travel ¹⁰	Out-of-Country Travel ¹⁰

¹ **Entertainment Costs:** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

² **Equipment:** For the purposes of the K-12 SWP, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. Equipment with a value higher \$5,000 must obtain prior approval before purchase from the Regional Consortia. Any equipment requested within the K12 SWP grant will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

General Purpose Equipment – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment,

reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

³ Fines and Penalties: Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

⁴ Gifts of Public Funds: If it looks like a gift, it is. You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.

⁵ Improvements: Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

⁶ Meetings and Conferences: Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs. Must obtain prior approval from the Regional Consortium.

NOTE: Food is only allowed at meetings that require a working breakfast, lunch, or dinner and disseminate technical information to participants. The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the fiscal agent's per diem guidelines for food purchases.

⁷ Memberships: Only institutional memberships are allowed (not individual memberships). If the K12 SWP applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant. Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

⁸ Maintenance and Repairs: Activities such as construction and remodeling, which increase the value of an asset or appreciably extend its useful life, are not allowed unless authorized by the funding source. Maintenance of equipment that neither adds to the permanent value of the property nor appreciably prolongs its intended life, but keeps it in an efficient operating condition, is allowable.

⁹ Selling and Marketing: Cost of selling and marketing any products or services of the institution are unallowable.

¹⁰ Travel: Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

OUT-OF-STATE TRAVEL: Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel.

OUT-OF-COUNTRY TRAVEL: Out-of-country travel will not be allowable via this funding source.

Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.

Exhibit E:
K-12 SWP Legislation
(Education Code Title 3, Division 7,
Part 54.5 [88827-88833])

State of California

EDUCATION CODE

Section 88827

88827. (a) This section applies to the K–12 component only.

(b) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for the K–12 component of the Strong Workforce Program is provided to create, support, or expand high-quality career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

(c) (1) Pursuant to subdivision (b), one hundred fifty million dollars (\$150,000,000) shall be apportioned by the chancellor’s office to the fiscal agent of each consortium based on the following weighted factors in each region:

(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.

(B) The region’s total average daily attendance for pupils in grades 7 to 12, inclusive. This factor shall comprise 33 percent of the allocation formula. For purposes of this section, average daily attendance shall be those figures that are reported at the time of the second principal apportionment for the previous fiscal year.

(C) The proportion of projected job openings. This factor shall comprise 34 percent of the allocation formula.

(2) Of the amounts apportioned to each consortium pursuant to paragraph (1), 4 percent is designated for applicants with total average daily attendance of less than or equal to 140, 8 percent is designated for applicants with total average daily attendance of more than 140 and less than or equal to 550, and 88 percent is designated for applicants with total average daily attendance of more than 550, unless otherwise determined by the K-12 Selection Committee formed pursuant to Section 88829, in consultation with the consortium. For any applicant consisting of more than one school district, county office of education, charter school, or regional occupational center or program operated by a joint powers authority, or any combination of those entities, the sum of the average daily attendance for each of the constituent entities shall be used for purposes of this subdivision.

(3) The chancellor’s office shall provide to the Superintendent of Public Instruction, the Department of Finance, and the Legislative Analyst a schedule of proposed allocations, as determined pursuant to paragraph (1), for each consortium no later than August 30 of each year. The Department of Finance shall approve the allocation plan before the release of funding.

(d) Funds appropriated in the annual Budget Act to support consortia administrative costs shall be apportioned by the chancellor’s office in an amount equal to 1 percent of each consortium’s K–12 allocation pursuant to this section to support the costs to

administer the regional grant process and to support the duties of the K–12 Selection Committee.

(Added by Stats. 2018, Ch. 32, Sec. 114. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88828

88828. This section applies to the K–12 component only. Each consortium shall administer a competitive grant program to distribute funding allocated pursuant to subdivision (c) of Section 88827 to eligible grant recipients. Consortia are encouraged to collaboratively develop a uniform grant application process that includes a process for grant renewals and for a grant applicant to appeal a grant award decision of the K–12 Selection Committee. As part of the application process, each consortium shall ask applicants to indicate whether they have received a grant under the California Career Technical Education Incentive Grant Program established pursuant to Chapter 16.5 (commencing with Section 53070) of Part 28 of Division 4 of Title 2. For each fiscal year, the chancellor’s office shall work with the State Department of Education to produce a list of grant recipients that receive funding under this program as well as through the California Career Technical Education Incentive Grant Program, including the grant amounts awarded through each program and the purpose for which each grant was awarded. Local educational agencies applying to receive a grant from a consortium shall comply with all of the following:

(a) The local educational agency shall be located within the geographical boundaries of the consortium, and engage in regional efforts to align workforce, employment, and education services.

(b) The local educational agency shall use its consortium’s plan developed pursuant to Section 88823 to inform their efforts to create, support, implement or expand upon career technical education courses, course sequences, programs, and pathways, and to the extent possible, integrate available local, regional, state, and private resources to improve the successful outcomes of pupils enrolled in career technical education courses, course sequences, programs, and pathways. To the extent an applicant’s career technical education program, or programs, offered in the 2018–19 fiscal year do not align with its consortium’s plan developed pursuant to Section 88823, the applicant shall be deemed to meet this requirement by including in its grant application the steps that it will take during the 2018–19 fiscal year to align its career technical education program, or programs, with its consortium’s plan.

(c) (1) The local educational agency shall provide matching funds for any grant funding received from this program as follows:

(A) For regional occupational centers or programs operated by a joint powers authority, one dollar (\$1) for every one dollar (\$1) received from this program.

(B) For local educational agencies, two dollars (\$2) for every one dollar (\$1) received from this program.

(2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other source, except as provided in paragraph (3).

(3) The local match described in this subdivision shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, or the California Career Technical Education Incentive Grant Program established pursuant to Section 53070.

(4) An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

(d) The applicant, or the applicant's career technical education program, as applicable, shall meet all of the following minimum eligibility standards:

(1) Is informed by, aligned with, and expands upon regional plans and planning efforts occurring through the Strong Workforce Program.

(2) Offers high-quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education or training programs that lead to a career pathway or attain employment upon graduation from high school.

(3) Provides pupils with quality career exploration and guidance.

(4) Provides pupil support services, including, but not limited to, counseling and leadership development.

(5) Provides opportunities for pupils to participate in after-school, extended-day, and out-of-school internships, competitions, and other work-based learning opportunities.

(6) Leads to an industry-recognized credential or certificate, appropriate postsecondary training or employment, or a postsecondary degree.

(7) Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

(8) (A) Reports data that can be used by policymakers, local educational agencies, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

(B) Data reported pursuant to this paragraph shall include, but is not limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act (Public Law 113-128), the College/Career Indicator included in the California School Dashboard, and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins

Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, and the following metrics:

- (i) The number of pupils completing high school.
- (ii) The number of pupils completing career technical education coursework.
- (iii) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.
- (iv) The number of former pupils employed and the types of businesses in which they are employed.

(v) The number of former pupils enrolled in each of the following:

(I) A postsecondary educational institution, disaggregated by public, private nonprofit, and private for-profit institutions.

(II) A state apprenticeship program.

(III) Another form of job training.

(C) No later than November 30 of each fiscal year, the Workforce Pathways Joint Advisory Committee established pursuant to Section 12053 shall review the data metrics specified in subparagraph (B) and make recommendations to the fiscal and appropriate policy committees of both houses of the Legislature and to the Department of Finance as to whether they are the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants, and whether other metrics should be included.

(D) Data collected pursuant to this section shall be reported by the grant recipient to the State Department of Education and their K-14 Technical Assistance Provider by November 1 immediately following the fiscal year for which the data is being reported. The K-14 Technical Assistance Provider shall annually notify the K-12 Selection Committee in each region of any grant recipient that fails to provide the required outcome data. The K-12 Selection Committee, in consultation with the consortium, may terminate or rescind contracts and grants from grantees that fail to provide the required outcome-based data pursuant to this paragraph.

(E) The State Department of Education shall make the data reported pursuant to subparagraph (D) available to the chancellor's office on a date to be jointly determined by the State Department of Education and the chancellor's office, to ensure the data is included on the California Community Colleges LaunchBoard data platform.

(F) No later than January 31, 2024, and on or before January 31 every five years thereafter, the State Department of Education shall submit a report, pursuant to Section 53076.5 and this section, to the Department of Finance, the Governor, and the appropriate policy and fiscal committees of the Legislature evaluating the progress that local educational agencies have made in expanding the availability of high-quality, industry-valued career technical education and workforce development opportunities; improving coordination and alignment with postsecondary educational institutions and workforce agencies and programs; and, to the extent possible, the progress in closing equity gaps in program access and completion.

(Added by Stats. 2018, Ch. 32, Sec. 115. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88829

88829. (a) For purposes of awarding grants under the K-12 component of the Strong Workforce Program, each consortium shall form a K-12 Selection Committee made up of individuals with expertise in K-12 career technical education and workforce development. The K-12 Selection Committee membership shall be composed of all of the following:

- (1) Current or former K-12 career technical education teachers and administrators.
- (2) Charter school representatives, including representatives of charter schools operating pursuant to subdivision (a) of Section 47612.1.
- (3) Career guidance counselors.
- (4) Representatives of industries that are prioritized by the consortium.
- (5) At least one community college faculty or administrator.
- (6) Other K-12 education stakeholders, or other stakeholders, as determined by the consortium.

(b) The K-14 Technical Assistance Provider in each consortium shall serve as a consultant to the K-12 Selection Committee.

(c) (1) Decisions governing, or relating to, the distribution of fiscal resources for the K-12 component shall be made exclusively by the K-12 Selection Committee, including selection of grant recipients and specific funding amounts for each grant.

(2) The K-12 Selection Committee shall annually notify the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the fiscal and appropriate policy committees of both houses of the Legislature of the amount awarded to each grant recipient and the activities to be supported by the grant.

(d) To be eligible to receive a grant, a local educational agency with a representative on the K-12 Selection Committee shall maintain appropriate and transparent internal controls and processes to ensure that the local educational agency representative's duties and responsibilities are clearly delineated, identified, and distinguished from the duties and responsibilities conferred upon the local educational agency as a grant applicant and recipient.

(Added by Stats. 2018, Ch. 32, Sec. 116. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88830

88830. (a) When determining grant recipients under the K–12 component of the Strong Workforce Program, the K–12 Selection Committee shall consider past performance of grantees before awarding additional funds to those reapplying for grants.

(b) (1) The K–12 Selection Committee shall give positive consideration to each of the following characteristics in an applicant:

(A) Aligned programs serving unduplicated pupils, as defined in Section 42238.02.

(B) Programs that the K–12 Selection Committee, in consultation with the consortium, determines most effectively meet the needs of the local and regional economies.

(C) Programs serving pupil subgroups that have higher than average dropout rates as identified by the Superintendent of Public Instruction.

(D) Programs located in an area of the state with a high unemployment rate.

(2) When determining grant recipients, the K–12 Selection Committee shall give greatest weight to the applicant characteristics included in this subdivision.

(c) The K–12 Selection Committee shall also give positive consideration to programs to the extent they do any of the following:

(1) Successfully leverage one or both of the following:

(A) Existing structures, requirements, and resources of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 U.S.C. Sec. 2301 et seq.), or its successor, the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.

(B) Contributions from industry, labor, and philanthropic sources.

(2) Make significant investments in career technical education infrastructure, equipment, and facilities.

(3) Operate within rural school districts.

(Added by Stats. 2018, Ch. 32, Sec. 117. (AB 1808) Effective June 27, 2018.)



State of California

EDUCATION CODE

Section 88831

88831. (a) A grant recipient for purposes of the K–12 component may consist of one or more, or any combination, of the following:

- (1) School districts.
- (2) County offices of education.
- (3) Charter schools.
- (4) Regional occupational centers or programs operated by a joint powers authority, provided that the application has the written consent of each participating local educational agency.

(b) Each consortium shall work with its K–14 Technical Assistance Provider to provide notice to county offices of education, other local educational agencies, middle schools, high schools, and regional occupational centers and programs eligible for grants under this section of the availability of contracts and grants and the process for submitting an application.

(Added by Stats. 2018, Ch. 32, Sec. 118. (AB 1808) Effective June 27, 2018.)



State of California

EDUCATION CODE

Section 88832

88832. As a condition of receiving funds for purposes of the K–12 component, grant recipients shall do both of the following:

(a) Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

(b) Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.

(Added by Stats. 2018, Ch. 32, Sec. 119. (AB 1808) Effective June 27, 2018.)

State of California

EDUCATION CODE

Section 88833

88833. (a) (1) Commencing with the 2018–19 fiscal year, the amount appropriated in the annual Budget Act for support of the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers shall be used to establish a K–12 Workforce Pathway Coordinator within the geographical boundaries of each community college district, unless otherwise determined by the Superintendent of Public Instruction and the chancellor’s office. K–12 Workforce Pathway Coordinators shall be selected through a competitive process jointly administered by the Superintendent of Public Instruction and the chancellor’s office, for the provision of technical assistance and support to local educational agencies in implementing career technical education courses, programs, and pathways under both the California Career Technical Education Incentive Grant Program established pursuant to Section 53070 and the K–12 component of the Strong Workforce Program. Duties of the K–12 Workforce Pathway Coordinators selected pursuant to this section include, but are not limited to, all of the following:

(A) Providing technical assistance and support to local educational agencies to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and private resources to ensure that pupils will achieve successful workforce outcomes. As part of this duty, each K–12 Workforce Pathway Coordinator, in consultation with the State Department of Education, shall ensure that K–12 career technical education programs are aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226.

(B) Collaborating on behalf of the local educational agencies within the region with local community colleges, industry partners, local workforce investment boards, and other relevant agencies or organizations to support and align K–12 career technical education programs. As part of this duty, each K–12 Workforce Pathway Coordinator shall stay current with the needs of K–12 career technical education programs and their regional and local labor markets in order to provide guidance, in collaboration with local educational agencies, to the chancellor’s office, the Strong Workforce regional consortium, and industry representatives.

(C) Acting as first point of contact for local educational agencies, industry representatives, and employers with the intent of assisting local educational agencies to respond to industry needs and facilitating industry connection with K–12 career technical education programs.

(D) Cultivating collaborative communities so that local educational agencies and industry can collaborate and provide peer-to-peer knowledge exchange in areas of common interest to inform the development of high-quality education programs.

(E) Working in conjunction with the Deputy Sector Navigators and State Department of Education Industry Sector Leads to improve linkages and alignment of career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(2) An individual associated with any of the following may apply to serve as a K-12 Workforce Pathway Coordinator, or any of the following may subcontract with an individual with expertise in K-12 education and workforce development to serve as a K-12 Workforce Pathway Coordinator:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(3) The Superintendent of Public Instruction and the chancellor's office shall agree upon an outcome-based assessment that allows for an evaluation of the K-12 Workforce Pathway Coordinators' ability to perform the duties identified in paragraph (1). Data required for purposes of this evaluation shall be submitted by the K-12 Workforce Pathway Coordinators to the Superintendent of Public Instruction and the chancellor's office at least annually, commencing in the 2019-20 fiscal year.

(b) (1) Commencing with the 2018-19 fiscal year, the amount appropriated in the annual Budget Act for support of the K-12 Workforce Pathway Coordinators and the K-14 Technical Assistance Providers shall be used to support the activities of the K-14 Technical Assistance Providers established under the California Career Pathways Trust. One K-14 Technical Assistance Provider shall be selected for each consortium through a competitive process jointly administered by the Superintendent of Public Instruction and the chancellor's office, for the provision of technical assistance and support to local educational agencies in implementing career technical education courses, programs, and pathways under both the California Career Technical Education Incentive Grant Program established pursuant to Section 53070 and the K-12 component of the Strong Workforce Program. Duties of the K-14 Technical Assistance Providers selected pursuant to this section include, but are not limited to, all of the following:

(A) Providing leadership, guidance, and technical assistance to create, support, expand, and improve career technical education opportunities for local educational agencies. As part of this duty, each K-14 Technical Assistance Provider, in consultation with the State Department of Education, shall ensure that K-12 career technical education programs are aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226.

(B) Acting as a liaison between the consortium and the State Department of Education, and serving as a consultant to the K-12 Selection Committee.

(C) Interacting with the K–12 Workforce Pathway Coordinators, the Deputy Sector Navigators, and the State Department of Education Industry Sector Leads to improve linkages and career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

(D) Identifying professional development opportunities for the K–12 Workforce Pathway Coordinators and educational entities, including educational leaders and counselors.

(E) Regularly facilitating the convening of grantees to develop a network of educators to share best practices and cultivate state resources that can be used by agencies charged with providing assistance within the statewide system of support authorized pursuant to Section 52059.5.

(2) Any of the following may apply to serve as a K–14 Technical Assistance Provider, or subcontract with an individual with expertise in K–12 education and workforce development to serve as a K–14 Technical Assistance Provider:

(A) School districts.

(B) County offices of education.

(C) Charter schools.

(D) Regional occupational centers or programs operated by a joint powers authority.

(E) Community college districts.

(3) The Superintendent of Public Instruction and the chancellor's office shall agree upon an outcome-based assessment that allows for an evaluation of the K–14 Technical Assistance Providers' ability to perform the duties identified in paragraph (1). Data required for purposes of this evaluation shall be submitted by the K–14 Technical Assistance Providers to the Superintendent of Public Instruction and the chancellor's office at least annually, commencing in the 2019–20 fiscal year.

(4) In selecting the K–14 Technical Assistance Providers, the Superintendent of Public Instruction and the chancellor's office shall give priority to applicants who served as a K–14 Technical Assistance Provider under the California Career Pathways Trust pursuant to paragraph (2) of subdivision (e) of Section 53015.

(c) To promote the successful transition to the K–12 Strong Workforce Program, notwithstanding subdivisions (a) and (b), for the 2018–19 fiscal year only, the amount appropriated in the annual Budget Act for support of the K–12 Workforce Pathway Coordinators and the K–14 Technical Assistance Providers shall also be available for the purposes of integrating the K–12 component into the regional consortia and hiring and developing the K–12 Workforce Pathway Coordinators and K–14 Technical Assistance Providers.

(d) Any funds not utilized for the purposes identified in subdivision (a), (b), or (c) shall be added to the amount appropriated in the annual Budget Act for the K–12 component of the Strong Workforce Program, and provided to each consortium to create, support, or expand career technical education programs at the K–12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

(Added by Stats. 2018, Ch. 32, Sec. 120. (AB 1808) Effective June 27, 2018.)

Exhibit F:

K-12 Strong Workforce Program
Financial Match Guidelines



K-12 SWP Financial Match Guidelines

Round 3 of the K-12 Strong Workforce Program requires that 100% of the match be financial. The following guidelines apply to financial match.

POLICY OBJECTIVES

From RFA

Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California’s regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

GUIDELINES FOR FINANCIAL MATCH

Match expenditures must be integral to the project, directly benefit the pathway(s) that are the focus of the project, and be under the direct control of the LEAs, the Community Colleges and the other partners participating in the project. Projected match expenditures and sources must be documented in the application in the budget section provided for each partner providing match. Providers of match should expect to provide auditable documentation of the expenditure of the match and report on expenditures at the same time and in the same manner as grant expenditures are reported.

Examples of Allowable Financial Match

- Teachers’ salaries and benefits for courses that are a part of a pathway that is the focus of the grant. When a consortium applies and the grant is focused on a pathway offered across the members of the consortium, the salaries and benefits costs for instruction of courses in the pathway at each of the consortium members may be counted as match. Each partner must include the match in the application in their respective budgets and must report expenditures of the match. For example, if two classes out of a teacher’s 5 class teaching load are in the pathway that is the focus of the grant, then 40% of the instructor’s salary and benefits could be counted as match.
- Counselors salaries and benefits in proportion to the amount of time spent directly serving students in the pathway that is the focus of the grant
- Expenditures on facilities, equipment, and supplies that directly benefit the students in the pathway that is the focus of the grant may be considered match. If these expenditures also benefit students outside of the pathway the portion considered match should be prorated. For example, a classroom is renovated to serve as a computer lab. During the life of the grant CTE courses will utilize the lab for 30% of its scheduled hours. 30% of the expenditures for the remodel, acquisition of the necessary computer equipment, and technical support staff costs attributable to the lab may be counted as match.
- A community college offers dual enrollment classes that are part of the pathway that is a focus of the grant. The portion of the instructor’s salaries and benefits attributable to the class as well as expenditures for supplies and materials used in the course may be counted as match.

- A community college offers a career day to recruit K-12 students to enroll in the college's CTE programs. Event costs proportional to the percentage of K-12 students served who are in the pathways served by the grant may be counted as match. This would include faculty and staff time, transportation, marketing, supplies and materials.
- A community college uses federal work study funds to pay its CTE students to serve as teaching assistants in high school classes that are part of a pathway targeted by the grant. These expenses may be counted as match.
- A fire department commits to having two employees teach a two-day long, hands-on fire safety course. The actual salary and benefits costs for the time the two employees spend on the class may be counted as match. Note that the department providing the match must agree to provide documentation of the actual costs and report the expenditures in NOVA.

FAQ

Q: We are building our application match based on our 2020-21 budget. We've been told to expect reductions to the K-12 base budget in coming years due to the fiscal impacts of COVID-19, but have no guidance at this point as to how deep or where these cuts will occur. This could impact our ability to provide the promised match. Should we continue to base our projections on our current budget?

A: It would be reasonable to base your match projections on your current budget. If reductions to K-12 funding do occur and that impacts your ability to provide the match, you will have the option of identifying other sources of match. We will request that the Department of Finance consider other options if budget reductions would clearly impact those LEAs that provided a significant match from their base budget.

Q: LEAs have an established indirect rate with the CDE. Since K12 SWP now limits indirect to 4%, can the difference between an LEA's indirect rate and 4% allowed by SWP be counted as financial match?

A: No, match is intended to be used to directly support the program, or programs, for which the applicant was awarded a grant.

Q: Can a community college's investments in the community college portion of the pathway that is the target of a grant be considered financial match? For example, a college is investing in tools and vehicles to support work on electric vehicles for an automotive technology program that is articulated with a high school's Systems Diagnostics, Service, & Repair program.

A: This would not be considered financial match unless the K-12 students in this program were directly benefiting from the equipment purchase. For example, if the shop where the equipment is located was also used by the K-12 students, match could be claimed in proportion to the K-12 students' use of the lab relative to all users. So if the K-12 students utilized the shop for 10% of the time the shop was in use, 10% of the tool purchase could be counted as financial match.

Q: How will match be required to be documented and reported?

A: Match will be required to be reported at the same time as you are reporting direct expenditures, and in the same detail: object code, with brief description. Submission of the report will require certification by the provider of the match that it was provided as claimed and the providers of the match will be required to maintain documentation backing up the match in an audit file. Grantees may be requested to provide this documentation if the grant is selected for audit during an annual internal audit.

References

LEGISLATION REGARDING MATCH

Effective June 29, 2020

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

DIVISION 7. COMMUNITY COLLEGES [70900 - 88933]

PART 54.5. Strong Workforce Program [88820 - 88833]

88828.

...

(c)

(1) The local educational agency shall provide matching funds for any grant funding received from this program as follows:

(A) For regional occupational centers or programs operated by a joint powers authority or county office of education, one dollar (\$1) for every one dollar (\$1) received from this program.

(B) For local educational agencies, two dollars (\$2) for every one dollar (\$1) received from this program.

(2) The local match may include funding from school district and charter school local control funding formula apportionments pursuant to Section 42238.02, the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), the partnership academies program pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, the agricultural career technical education incentive program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2, or any other allowable source, except as provided in paragraph (3).

(3) The local match described in this subdivision shall not include any funding received by the applicant from the California Career Pathways Trust established pursuant to Section 53010, the California Career Technical Education Incentive Grant Program established pursuant to Section 53070, or the Career Technical Education Facilities Program established pursuant to Section 17078.72.

(4) An applicant's matching funds shall be used to support the program, or programs, for which the applicant was awarded a grant.

88832.

As a condition of receiving funds for purposes of the K–12 component, grant recipients shall do both of the following:

(a) Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

(b) Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.

RFA SECTIONS THAT ADDRESS MATCH

G. Match Requirements

G1. Proportional Dollar Match

Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California’s regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

Per Education Code, Sections 88828, (c)(1)(A)(B), any K12 SWP funds awarded, the grantee is required to provide a proportional dollar match as follows:

- For ROCPs operated either by a joint powers authority or by a county office of education, one dollar (\$1) for every one dollar (\$1) awarded. The ROCP needs to be the Lead Agency on the application.
- For all other LEAs, two dollars (\$2) for every one dollar (\$1) awarded.

G2. Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the projects proposed in the grant. The match may include funding from the following sources:

- School district and charter school LCFF apportionments.
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act), or its successor.
- Partnership Academies Program.
- Agricultural Career Technical Education Incentive Grant.
- Community College Strong Workforce Program (SWP) that directly serves K–12 pupils (i.e., dual enrollment, early college credit).
- California Adult Education Programs (CAEP), as approved by the local board.
- Business, industry, philanthropic sources that will directly support the program.
- Any other source, except those described below.

The match may **NOT** include funding from any of the following:

- California Career Technical Education Incentive Grant Program (CTEIG).
- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.