

Exhibit A:  
Scope of Work  
(K-12 SWP Pathway Improvement  
Project Plan – Certified)

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

# Project Title

## Details

### 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 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;
  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 & Partner Agencies



Lead LEA Type

Agency Name

### Agency Information

Address

Region

Website

Community College District

Part of a Rural School District

Unemployment Rate

Total ADA (Average Daily Attendance)

### K12 SWP 2018-19 Award/Role

Was your organization awarded funds in 2018-19?

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 2018-19?

Will your organization apply for CTEIG funds in 2019-20?

### Participating Schools



School

**Primary Contact(s)**

Name	Role	Email

**Partner Agencies**

Partner Agency Type

**Agency Information**

Address

Region

Website

Community College District

Part of a Rural School District

Unemployment Rate

Total ADA (Average Daily Attendance)

**K12 SWP 2018-19 Award/Role**

Was your organization awarded funds in 2018-19?

**CTEIG Award**

Was your organization awarded CTEIG funds in 2018-19?



Will your organization apply for CTEIG funds in 2019-20?

### Participating Schools

School

### Primary Contact(s)

Name	Role	Email

Partner Agency Type

### Agency Information

Address

Region

Website

Community College District

Part of a Rural School District

Unemployment Rate

Total ADA (Average Daily Attendance)



### K12 SWP 2018-19 Award/Role

Was your organization awarded funds in 2018-19?

### CTEIG Award

Was your organization awarded CTEIG funds in 2018-19?

Will your organization apply for CTEIG funds in 2019-20?

### Participating Schools

School

### Primary Contact(s)

Name	Role	Email

### ADA Totals

Name	ADA	Agency Type

### Higher Education Partners



### College

Higher Education Partner Agency Type

### Agency Information

Address

Region

Website

Community College District

### Primary Contact(s)

Name	Role	Email

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### College

Higher Education Partner Agency Type

### Agency Information

Address

Region

Website

Community College District

### Primary Contact(s)

Name	Role	Email



## Collaborative Partners (optional)

Agency Type

Industry

Address

Website

Partner Role

### Contacts

Name	Role	Email

## Agency

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.

## Local/Regional Economies

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 6.45%, 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 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**

- 

**Pathway(s) Involved**

- 

**Pathway(s) Involved**

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- 
- 
- 
- 
- 
- 

**Work Plan**

**K14 Pathway Quality Elements**

**K12 SWP CTE Pathway/Program Work Plan**

**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	\$
<b>Total Grant Funds Budgeted</b>	<b>\$</b>

## 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	\$
<b>Total Financial Match</b>	<b>\$</b>

## In-Kind Match Summary

Source of In-Kind Match Funds	In-Kind Match
	\$
	\$
	\$
	\$
<b>Total In-Kind Match</b>	<b>\$</b>

## Budget

Budget Requirements



Please indicate how K12 SWP grant funds will be spent by the Lead LEA and each Partner LEA. All Lead and Partner Agencies identified in the application must complete an individual budget.

## Budget

### Budget Funds

Expenditure Type	2019-20	2020-21	2021-22	2022-23
1000 - Certificated Salaries				
2000 - Classified Salaries				
3000 - Employee Benefits				
4000 - Books and Supplies				
5000 - Services and Other Expenditures				
6000 - Capital Outlay				
7000 - Indirect Costs				
<b>Total Budget</b>				

Please provide a description of your budget and investment strategy.

## Match

### Match Requirements

For any K12 SWP funds awarded, the grantee is required to provide a proportional dollar match as follows:

- For ROCPs operated either by 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.

Financial resources must account for at least fifty percent (50%) of the minimum required match amount.







**Financial Match Funds**

Expenditure type	Financial Match	Source of Match 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		
<b>Total Financial Match</b>		

**In-Kind Match Funds**

Source of In-Kind Match Funds	In-Kind Match	Description of Funds
Person hours		
Use of equipment		
Use of facilities		
Other		
<b>Total In-Kind Match</b>		

**Supporting Documents**

Document Title	Type	Uploaded	Comment
			
			
			
			



## Certification

### Regional Signing Authority - Los Angeles

Gustavo Chamorro  
LAOCRC, OC Director  
[chamorro\\_gustavo@rscdd.edu](mailto:chamorro_gustavo@rscdd.edu)  
(714) 564-5521

Sarah Santoyo  
Executive Director, Resource Development  
[santoyo\\_sarah@rscdd.edu](mailto:santoyo_sarah@rscdd.edu)  
(714) 480-7466

Dr. Adriene Davis Ed.D.  
Assistant Vice Chancellor of Economic and Workforce Development  
[davis\\_adriene@rscdd.edu](mailto:davis_adriene@rscdd.edu)  
(714) 480-7457

Karen Childers  
LA Director, LAOCRC  
[childers\\_karen@rscdd.edu](mailto:childers_karen@rscdd.edu)  
(714) 564-5771

Alejandra Landa  
Interim Director, Special Programs  
[landaalejandra@rscdd.edu](mailto:landaalejandra@rscdd.edu)  
(714) 564-5413



Awaiting Certification



California  
Community  
Colleges



Exhibit B:  
Invoice Form and Instructions



# LEA/ROP LETTERHEAD/LOGO

## INVOICE

Date:

Invoice 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 ([Gil\\_Maria@rsccd.edu](mailto:Gil_Maria@rsccd.edu)). The e-mail subject line must state "Invoice Enclosed – LEA Acronym/SWP K12 PIF/Sub-Agreement #".

Example: Invoice Enclosed - USD/SWP K12 PIF/DO-19-2257-21

If you are submitting a corrected invoice, please state it in the subject line "REVISED Invoice Enclosed – LEA Acronym/SWP K12 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 [Gil\\_Maria@rsccd.edu](mailto:Gil_Maria@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 (3/3/2020)



**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  
Alejandro Sandoval, Associate Program Manager  
Michelle McIntosh, Education Administrator, California Department of Education  
CCCCO Staff

**RE:** K12 Strong Workforce Program 2019-20 Intent to Award

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Dear K12 SWP Colleagues,

The California Community Colleges Chancellor's Office – Division of Workforce and Economic Development, in partnership with California Department of Education is pleased to formally announce the 2019-20 funding awards for the K12 Strong Workforce Program. This memorandum is a formal notification of the intent to award, 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 the selection committee members who worked hard to score and award decisions on schedule. All completed applications received by December 18, 2020 for K12 SWP funding were reviewed and competitively scored.

Each Lead Agency for a funded application will receive a formal email notification of the grant award before February 28, 2020 from the NOVA system. The email provides instructions for the grantee to accept the award amount. Grantees will have until March 6, 2020 to respond to this email to accept the award. (Please check your spam folder).

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 might be needed to complete the execution of the grant agreement. A copy of the fully executed grant agreement will be provided to

K12 Strong Workforce Program 2019-20 Intent to Award  
March 3, 2020

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each Lead Agency. For audit 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.

Please provide this memorandum to the Lead Agency. If for some reason you are listed as a grant recipient below, but you do 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](mailto:K12SWP@cccco.edu).

If you would like to appeal, please submit your appeal to your Regional Consortium Chair by 5pm on March 11, 2020. For detailed information on the appeal process, please refer to Page 27 of the 2019-20 RFA.

<b>K12 Strong Workforce Program Timeline</b>	
February 26, 2020	K12 SWP Awards announced via NOVA System Email
February 28, 2020	Each Lead Agency for a funded application should have received a formal email notification of the grant award
March 6, 2020	Final day for Grantees to Accept/Reject an Award in NOVA
March 11, 2020	Appeals due to SWP Regional Consortium
April 10, 2020	SWP Regional Consortia communicate intent to award funds to LEAs and initiate subcontract process
December 31, 2022	K12 SWP project term ends

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
1	Bay Area	Alameda Co. Office of Education	ACOE FLY Consortium: Section 1	\$1,118,616
2	Bay Area	Alameda Co. Office of Education	ACOE FLY Consortium: Section 2	\$768,676
3	Bay Area	Alameda Co. Office of Education	ACOE FLY Consortium: Section 3	\$1,045,761
4	Bay Area	Antioch Unified	Antioch Unified: Pathways to Success in Alternative Schools	\$768,686
5	Bay Area	Antioch Unified	AUSD Middle Schools College and Career Pathway Connections	\$693,686
6	Bay Area	Berkeley Unified	Middle to High School STEM Pathway & Maker exploration	\$575,688
7	Bay Area	Contra Costa County ROP	Health Science and Medical Technologies Pathway Improvement and Expansion	\$1,418,686
8	Bay Area	Contra Costa County ROP	ICT, Adv. Manufacturing, and Engineering Pathways Improvement and Expansion	\$1,418,686
9	Bay Area	Contra Costa County ROP	Work-Based Learning: Building Systems and Strengthening Partnerships for Student Success	\$1,268,686
10	Bay Area	Downtown College Prep - Alum Rock	Engineering and Computer Science Pathway Establishment	\$185,811
11	Bay Area	East Side Union High	East Side Career Pathways	\$1,391,369
12	Bay Area	Eden Area ROP	Design It, Build It (Engineering and Manufacturing)	\$968,686
13	Bay Area	Eden Area ROP	Strategic Support for Special Populations (SSSP)	\$1,118,686
14	Bay Area	Fremont Union High	CTE Early College	\$147,836
15	Bay Area	Hollister	Hollister School District Middle School College and Career Exploration Initiative	\$112,899
16	Bay Area	Jefferson Union High	Engineering Community College Alignment	\$236,186
17	Bay Area	Marin County ROP	Marin County Career Technical Education and Innovation Collaborative - Round 2	\$1,225,899
18	Bay Area	Mission Trails ROP	Monterey County (MC) Regional Stackable Skills Certificates and Guided Pathways 2020	\$1,208,483
19	Bay Area	Mission Trails ROP	Monterey County (MC) Regional Work-Based Learning and Post-secondary Pathways 2020	\$1,118,686
20	Bay Area	Mission Valley ROCP	Advanced Manufacturing (Welding and Materials Joining)	\$570,546
21	Bay Area	Mission Valley ROCP	Transportation (Digital Diagnostics)	\$616,268
22	Bay Area	MIT Academy	Improving Curriculum & WBL in ITC/INF	\$279,519
23	Bay Area	Mt. Diablo Unified	Career Pathway Internship Program	\$310,697
24	Bay Area	Mt. Diablo Unified	Career Pathway Opportunities for Alternative High Schools	\$217,242
25	Bay Area	Napa County ROP	Increasing Work Based Learning Opportunities for Student Learners	\$768,686
26	Bay Area	Oakland Unified	Oakland Unified: Pathways to Prosperity 2020	\$1,416,149
27	Bay Area	Pajaro Valley Unified	PVUSD CTE Signature Pathways Program: Build and Implement Pathways, Systems, and Structures	\$671,146
28	Bay Area	San Francisco Unified	San Francisco Unified School District - CNIT	\$1,268,686
29	Bay Area	San Francisco Unified	San Francisco Unified School District - Health/Public Services	\$1,418,686
30	Bay Area	San Francisco Unified	San Francisco Unified School District - School Centered	\$1,418,686
31	Bay Area	San Mateo Co. Office of Education	Career Awareness and Exploration	\$840,443
32	Bay Area	Santa Clara Co. Office of Education	Building Equitable WBL to Grow and Sustain High Quality K14 CTE Pathways for All Students	\$1,118,686
33	Bay Area	Santa Cruz Co. Office of Education	Improving & Building Information and Communication Technologies Pathways	\$843,686
34	Bay Area	Sequoia Union High	Engineering & Design	\$209,740
35	Bay Area	SIATech	SIATech San Jose Cloud Computing and Pharmacy Tech Pathways	\$197,393
36	Bay Area	Solano Co. Office of Education	SolanoCOE Expansion of Regional Support for CTE Programs & Student Success	\$284,049
37	Bay Area	Sonoma Co. Office of Education	Sonoma County Education to Career Transition	\$1,115,569
38	Bay Area	Sonoma Valley Unified	Digital Arts	\$195,337
39	Bay Area	Sonoma Valley Unified	Engineering, Design & Technology Pathway	\$215,369

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
40	Bay Area	Tri-Valley ROP	Promoting Access and Equity: Better Serving and Guiding Our Underrepresented and Special Populations	\$676,072
41	Central/Mother Lode	Amador County ROP	Amador ROP-Career and College Readiness Continuum	\$1,000,000
42	Central/Mother Lode	Amador County ROP	Amador ROP-Classroom to Career Connection Initiative	\$1,000,000
43	Central/Mother Lode	be.tech	BE.Tech Restaurant TBD	\$131,668
44	Central/Mother Lode	Calaveras Unified	Forestry and Natural Resources - New Pathway Development	\$74,628
45	Central/Mother Lode	Calaveras Unified	Medical Science - Patient Care	\$162,106
46	Central/Mother Lode	Clovis Unified	Careers in Special Education (CASE) Project	\$613,899
47	Central/Mother Lode	Clovis Unified	Realizing Inclusion of Special Education in CTE (RISE CTE) Project	\$796,818
48	Central/Mother Lode	Fresno Unified	Aligning Quality CTE Pathways	\$2,000,000
49	Central/Mother Lode	Hanford Joint Union High	Hanford West Medical Academy	\$600,000
50	Central/Mother Lode	Kern Co. Office of Education	Culinary, Food Service Management & Hospitality Pathway Expansion	\$388,627
51	Central/Mother Lode	Kern Co. Office of Education	Kern Education Pledge: Regional Collaborative Data Sharing to Improve Student Outcomes	\$1,983,114
52	Central/Mother Lode	Kern High ROC	Entrepreneurship Resource Center	\$1,131,367
53	Central/Mother Lode	Kern High ROC	Increasing High Quality CTE Opportunities for Students Extension	\$1,515,432
54	Central/Mother Lode	Lincoln Unified	Information and Communications Technologies Pathway	\$226,719
55	Central/Mother Lode	Lodi Unified	Computer Science Pathway	\$438,818
56	Central/Mother Lode	Merced County ROP	College and Career Navigation Network	\$1,162,346
57	Central/Mother Lode	Merced Union High	Diesel Engines Technology Pathway Project	\$1,000,000
58	Central/Mother Lode	Newman-Crows Landing Unified	Agriculture Mechanics	\$267,038
59	Central/Mother Lode	Porterville Unified	Expanding and Improving Ag Mechanics and Welding and Materials Joining Pathways	\$1,000,000
60	Central/Mother Lode	Sonora Union High	Information & Communication Technologies/Digital Media	\$50,382
61	Central/Mother Lode	Tulare Co. Office of Education	Pathway Completion and Post-Secondary Planning to Increase Equity for Underrepresented Students	\$2,000,000
62	Central/Mother Lode	Valley ROP	Emergency Response/Firefighting	\$495,285
63	Central/Mother Lode	Valley ROP	Public Safety	\$616,220
64	Central/Mother Lode	Waterford Unified	Waterford Career Navigation	\$113,359
65	Central/Mother Lode	Wonderful College Prep Academy	Teach and Lead Pathway	\$1,000,000
66	Central/Mother Lode	Yosemite ROP	Career Exploration, Business Internships and Data	\$869,089
67	Inland Empire/Desert	Apple Valley Unified	MDCP - Industry-standard equipment upgrades	\$1,860,000
68	Inland Empire/Desert	Baldy View ROP	HQ Pathway Improvements - ICT, Transportation/Logistics, HSMT, and Construction Trades	\$1,860,000
69	Inland Empire/Desert	Beaumont Unified	K-12 Strong Workforce Partnership Coordinator	\$263,938
70	Inland Empire/Desert	Colton-Redlands-Yucaipa ROP	Health Science-Nursing Assistant Pathway	\$1,860,000
71	Inland Empire/Desert	Corona-Norco Unified	CNUUSD HQ CTE: Create, Support and Expand	\$1,710,000
72	Inland Empire/Desert	Desert Sands Unified	Construction Technology Pathway	\$918,914
73	Inland Empire/Desert	Fontana Unified	Emerging Regional CTE Pathways in Aviation and Cyber Security	\$1,793,245
74	Inland Empire/Desert	Hemet Unified	HUSD Middle School CTE Career Exploration Pipeline to High School/MSJC CTE Alignment	\$549,654
75	Inland Empire/Desert	Jurupa Unified	Strengthening Pathways & Partnerships for Work-based Learning, Dual Enrollment & College Transition	\$930,000
76	Inland Empire/Desert	Lake Elsinore Unified	Carpentry Pre-Apprenticeship Program	\$199,655
77	Inland Empire/Desert	Moreno Valley Unified	MVUSD Cyber Career Pathway R2	\$650,369
78	Inland Empire/Desert	Murrieta Valley Unified	K-12 Computer Science/Cyber Security creation and improvement	\$225,000
79	Inland Empire/Desert	Provisional Accelerated Learning Academy	PAL ReadySetCTE Pathways to College and Career Readiness Pipeline Expansion and Improvement Project	\$249,392
80	Inland Empire/Desert	Riverside Co. Office of Education	RCOE Alternative Education College and Career Plan for Student Success	\$372,000
81	Inland Empire/Desert	Riverside Unified	Vertical Career Exploration & Student Support Improvement Plan	\$748,222

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
82	Inland Empire/Desert	San Bernardino City Unified	Arroyo Valley Cyber	\$318,692
83	Inland Empire/Desert	San Bernardino County ROP	Targeted Program Improvement and Expansion	\$1,898,637
84	Inland Empire/Desert	SIATech	SIATech Inland Empire: Health, ICT, and Manufacturing	\$464,495
85	Inland Empire/Desert	Temecula Valley Unified	Information & Communication Technology	\$312,497
86	Inland Empire/Desert	Temecula Valley Unified	TRANSPORTATION - EXPANDING WITH NATEF AND ELECTRIC/HYBRID VEHICLES	\$299,904
87	Inland Empire/Desert	Val Verde Unified	Engineering and Manufacturing Pathway	\$926,280
88	Los Angeles	ABC Unified	ABC Equal Access to Patient Care - Sports Medicine	\$889,183
89	Los Angeles	ABC Unified	ABC Stronger Workforce	\$894,328
90	Los Angeles	Alhambra Unified	Targeted Career Pathway Exploration	\$420,180
91	Los Angeles	Azusa Unified	Foothill Consortium Regional Post Secondary & WBL System Development	\$900,000
92	Los Angeles	Bellflower Unified	Pathways for All	\$894,052
93	Los Angeles	Birmingham Community Charter High	Bioengineering and Information, Communications and Technology	\$135,000
94	Los Angeles	Burbank Unified	CTE Academy Expansion and CTE Pathway Development	\$237,327
95	Los Angeles	Burbank Unified	Digital Media & CTE Pathway Development	\$180,397
96	Los Angeles	Centinela Valley Union High	Comprehensive Pathway Improvements for CTE Success	\$900,000
97	Los Angeles	CHAMPS - Charter HS of Arts-Multimedia & Performing	Arts, Media, and Entertainment	\$184,275
98	Los Angeles	Covina-Valley Unified	Arts Media and Entertainment and Public Services	\$315,225
99	Los Angeles	Covina-Valley Unified	Culinary and Business	\$129,600
100	Los Angeles	Covina-Valley Unified	Health Services and Agriculture	\$146,503
101	Los Angeles	Culver City Unified	Creative Arts Pathways	\$146,475
102	Los Angeles	East San Gabriel Valley ROP	ROP/CTE Information Technology Career Readiness Continuum	\$1,799,992
103	Los Angeles	East San Gabriel Valley ROP	ROP/CTE: Every Student, Every Pathway	\$1,800,000
104	Los Angeles	El Monte Union High	Manufacturing	\$178,282
105	Los Angeles	El Monte Union High	Patient Care	\$169,943
106	Los Angeles	Five Keys Independence HS (SF Sheriff's)	CTE pathways for adult students released from LA County Jail high school	\$247,699
107	Los Angeles	Glendale Unified	Creating Optimum Post-Secondary Opportunities for Success to Industry	\$900,000
108	Los Angeles	Long Beach Unified	Increasing Equitable Access to Educational and Occupational Opportunities	\$1,796,358
109	Los Angeles	Long Beach Unified	Student Centered Post-secondary Transitions and Career Preparation	\$1,693,672
110	Los Angeles	Los Angeles Academy of Arts & Enterprise Charter	Strengthening creative economy pathways	\$243,000
111	Los Angeles	Los Angeles Unified	Increasing Transition to Community College Pathways by Strengthening Understanding of K12 CTE	\$852,390
112	Los Angeles	Lynwood Unified	Increasing Access to Health Sciences & STEM for 21st century Health Careers	\$900,000
113	Los Angeles	Lynwood Unified	Strengthening Engineering Tech, Manufacturing, Computer Science through Collaborative Partnerships	\$868,950
114	Los Angeles	Montebello Unified	Take Flight With Drone Technology	\$51,505
115	Los Angeles	New Designs Charter	Enhancing Career Pathways/Exploration and Improving Dual Enrollment and Local Industry Partnerships	\$900,000
116	Los Angeles	Norwalk-La Mirada Unified	NLM Pathways to Success 2.0	\$900,000
117	Los Angeles	Opportunities for Learning - Baldwin Park	Connecting College to Careers (C3)	\$690,209
118	Los Angeles	Pasadena Unified	Pathway Transitions and Student Supports	\$897,336
119	Los Angeles	Port of Los Angeles High	Port of Los Angeles High School CTE Pathway Improvement	\$175,500
120	Los Angeles	Rowland Unified	Elevating Career Pathways for All Students	\$720,000



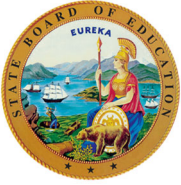
No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
121	Los Angeles	SIATech Academy South	SIATech Academy South: Health, ICT, Transportation Pathway Improvements	\$300,796
122	Los Angeles	South Pasadena Unified	Work Based Learning (WBL) Enhancements	\$390,119
123	Los Angeles	Tri-Cities ROP	Building and Construction Trades expansion and enhancement	\$1,795,500
124	North/Far North	Anderson Valley Unified	Anderson Valley Pathways Program	\$118,325
125	North/Far North	Big Valley Joint Unified	CTE Agribusiness Management	\$13,558
126	North/Far North	California Heritage Youthbuild Academy II	Building and Construction Trades in Shasta County	\$200,000
127	North/Far North	Chico Unified	Chico USD 6-14 CTE Pathway College and Career Transitions Improvement	\$812,967
128	North/Far North	Davis Joint Unified	Davis K12 Strong Workforce	\$827,606
129	North/Far North	Durham Unified	Graphic Production Technologies - Computer-Aided Design using Multi-Materials in Manufacturing	\$250,180
130	North/Far North	East Nicolaus Joint Union High	Agriculture Curriculum & Instruction	\$258,594
131	North/Far North	El Dorado Union High	Agricultural Mechanics - PHS	\$99,887
132	North/Far North	El Dorado Union High	Manufacturing & Product Development - EDHS	\$186,860
133	North/Far North	Elk Grove Unified	Equitable Access to Postsecondary Preparation and Transitions	\$283,851
134	North/Far North	Elk Grove Unified	Streamlining Postsecondary Transitions	\$622,327
135	North/Far North	Esparto Unified	Agriculture Mechanics	\$13,639
136	North/Far North	Eureka City Schools	Architectural Design	\$11,187
137	North/Far North	Fall River Joint Unified	Business & Agricultural Pathways - School Based Enterprises	\$54,454
138	North/Far North	Fall River Joint Unified	Fall River High School Agriculture	\$51,000
139	North/Far North	Ferndale Unified	Health Pathway	\$100,000
140	North/Far North	Folsom-Cordova Unified	Patient Care CTE Pathway in an International Baccalaureate Career Programme (IB-CP)	\$199,664
141	North/Far North	Fort Sage Unified	Agriscience Pathway Improvements	\$18,500
142	North/Far North	Fortuna Union High	FUHSD Agriculture Middle School Pilot Project	\$62,298
143	North/Far North	Gateway Unified	Fabrication Shop Remodel	\$23,395
144	North/Far North	Gateway Unified	School Farm Improvement Plan	\$28,924
145	North/Far North	Glenn Co. Office of Education	Glenn County CTE Consortium/Collaborative	\$31,911
146	North/Far North	Golden Eagle Charter	Golden Eagle Charter Culinary Pathway Improvement	\$20,000
147	North/Far North	Gridley Unified	Gridley High School Health Academy	\$328,795
148	North/Far North	Humboldt Co. Office of Education	Education @ Work - Career Guidance Techs	\$842,926
149	North/Far North	Humboldt Co. Office of Education	Trades Academy	\$330,903
150	North/Far North	Lake Tahoe Unified	Workforce & Future Ready: Expanding CTE Pathways at South Tahoe High School	\$474,201
151	North/Far North	Lassen Union High	CTE Career and College-Work Experience	\$112,831
152	North/Far North	Lassen Union High	CTSO and Leadership Support	\$25,657
153	North/Far North	Natomas Unified	Career Awareness and Collaboration	\$336,806
154	North/Far North	Nevada Joint Union High	NJUHSD Building Construction Trades Pathway	\$228,335
155	North/Far North	Nevada Joint Union High	NJUHSD CTE Career Guidance Project	\$303,065
156	North/Far North	Oroville Union High	Building Bridges through Agriculture Pathways	\$329,908
157	North/Far North	Plumas Charter	Comprehensive Pathway Access	\$66,600
158	North/Far North	Plumas Charter	Comprehensive Pathway Improvement	\$165,378
159	North/Far North	Plumas Co. Office of Education	Career Boot-Camp	\$147,330
160	North/Far North	Plumas Co. Office of Education	Greenhouse: Growing Minds, Skills, and Community	\$30,750
161	North/Far North	Red Bluff Joint Union High	Agriculture and Natural Resources Pathway Improvement and Professional Development for CTE Teachers	\$493,945
162	North/Far North	Roseville Joint Union High	Building a Modern Workforce Through Work-Based Learning	\$248,581
163	North/Far North	Roseville Joint Union High	Industry Recognized Certifications for Pathways aligned with NFN Regional Workforce Development	\$90,747

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
164	North/Far North	Roseville Joint Union High	Roseville Automotive Technology Education Regional Revitalization Project	\$34,877
165	North/Far North	Sacramento County ROP	North/Far North Information and Communication Technologies (ICT) Hub	\$1,243,416
166	North/Far North	San Juan Unified	CTE Counselors	\$426,982
167	North/Far North	SAVA: Sacramento Academic and Vocational Academy	Expanding and Integrating EMR and Public Safety Pathways	\$235,853
168	North/Far North	SAVA: Sacramento Academic and Vocational Academy	Expanding Manufacturing Pathway	\$385,600
169	North/Far North	SAVA: Sacramento Academic and Vocational Academy	Expanding Work Based Learning Opportunities	\$566,795
170	North/Far North	Shasta Union High	Advanced Manufacturing and Skills Training Pathway	\$416,661
171	North/Far North	Shasta Union High	CTE Articulation and Regional Wellness Collaborator	\$245,586
172	North/Far North	SIATech	SIATech Sacramento: Health, Agibusiness, Water Careers Pre-Apprenticeship	\$223,628
173	North/Far North	Siskiyou Co. Office of Education	SiskiyouWorks	\$998,318
174	North/Far North	Tri-County ROP	Hospitality/Agriculture Food Science (HAFS) Careers and Technologies	\$642,017
175	North/Far North	Tri-County ROP	Human and Animal Health Science (HAHS) Careers and STEM Technologies	\$674,045
176	North/Far North	Tri-County ROP	Industrial Careers and Automated Technologies	\$643,136
177	North/Far North	Trinity Co. Office of Education	County-Wide Career Fair	\$16,128
178	North/Far North	Twin Rivers Unified	K-14 Expansion and Engagement with Career Technical Education Programs	\$499,159
179	North/Far North	Twin Rivers Unified	Work Based Learning, Work Experience and Internship Expansion	\$263,082
180	North/Far North	Ukiah Unified	Construction Trades	\$175,835
181	North/Far North	Ukiah Unified	Design, Visual, and Media Arts	\$329,445
182	North/Far North	Ukiah Unified	Health Science and Medical Technology	\$228,795
183	North/Far North	Western Placer Unified	Machining Trades Program	\$215,877
184	North/Far North	Wheatland	Helping us Grow by Building Strong Roots Expanded	\$465,706
185	North/Far North	Wheatland Union High	Get Focused Stay Focused Initiative (GFSF) and Building a Bridge to Your Future (BBYF)	\$533,244
186	North/Far North	Willows Unified	Agriculture and Natural Resources	\$114,807
187	North/Far North	Woodland Joint Unified	Career Exploration	\$178,699
188	North/Far North	Yolo County ROP	Yolo Regional System of Support for CTE	\$499,159
189	North/Far North	Yuba City Unified	Advanced Manufacturing: Ag Mechanics and Welding Programs	\$128,481
190	North/Far North	Yuba City Unified	Engineering: A 9-14 Model	\$155,238
191	North/Far North	Yuba Co. Office of Education	Yuba County Schools Agriculture and Natural Resources Pathway Collaboration	\$214,139
192	Orange County	Brea-Olinda Unified	Strengthening K-12 Career Pathways Through Vertical Alignment	\$547,374
193	Orange County	Central Orange County CTE Partnership (CTEp)	Biotechnology and Cybersecurity in CTEp	\$1,362,519
194	Orange County	Coastline ROP	Building a Skilled Workforce Through Work Based Learning	\$918,939
195	Orange County	College and Career Advantage	Health and Medical Technology, Student Transitions and Employment Success	\$487,374
196	Orange County	Fullerton Elementary	Finding, Personalizing and Planning Early PATHways to College and Career through Personal, Educational and Professional Discovery	\$297,374
197	Orange County	Garden Grove Unified	Equity, Access, Engagement, and Achievement	\$1,397,374
198	Orange County	North Orange County ROP	Career Readiness Initiative: Equipping Students Today for the Jobs of Tomorrow	\$1,628,379
199	Orange County	Orange County Department of Education	Automation, New Technologies and Opportunities in OC	\$1,742,374
200	Orange County	Orange County Department of Education	Business and Entrepreneurship in Orange County	\$1,492,344

No.	Application Region	Agency Name	Pathway Improvement Title	Award Amount
201	Orange County	Orange County Department of Education	Regional K12 CTE Marketing & Branding	\$497,374
202	Orange County	Santa Ana Unified	Maximizing Access to College and Career	\$1,517,332
203	San Diego/Imperial	Cajon Valley Union	Cajon Valley USD: Middle School Career Development	\$529,505
204	San Diego/Imperial	Escondido Union High	Strong Workforce Program K-12 Escondido Union High School District, 2019-20	\$401,230
205	San Diego/Imperial	Grossmont Union High	Career Exploration and Work Based Learning Development	\$529,505
206	San Diego/Imperial	Grossmont Union High	Career Pathway Improvement and Alignment in Priority Sectors	\$794,257
207	San Diego/Imperial	Health Sciences High	Health Science and Medical Technology Sector ( 2 existing, 2 new pathways)	\$264,752
208	San Diego/Imperial	Helix High	EDGE - (Explore, Develop, Gain, Earn) Addressing the Industry Needs through Career Pathways	\$385,341
209	San Diego/Imperial	Imperial Co. Office of Education	Middle School Career Awareness and Exploration	\$997,855
210	San Diego/Imperial	Imperial Valley ROP	Imperial Valley CTE STEM Pathway Improvement Project	\$1,995,710
211	San Diego/Imperial	Mueller Charter (Robert L.)	Manufacturing	\$209,889
212	San Diego/Imperial	North County Trade Tech High	North County Priority Sector Engagement	\$181,461
213	San Diego/Imperial	Oceanside Unified	High School Engagement	\$99,680
214	San Diego/Imperial	Poway Unified	Poway USD Career Development and Pathway Improvement	\$1,345,202
215	San Diego/Imperial	Ramona City Unified	High School Career Development	\$104,842
216	San Diego/Imperial	San Diego Co. Office of Education	SDCOE K-8 and Small District Career Pathway Development and Middle School Engagement Initiative	\$997,831
217	San Diego/Imperial	San Diego Co. Office of Education	SDCOE Lindsay and Victoria Community School JCCS CTE	\$214,828
218	San Diego/Imperial	San Diego Unified	Middle School STEAM Career Development	\$1,759,716
219	San Diego/Imperial	San Dieguito Union High	Software & Systems Development, Engineering Design, Advanced Manufacturing & Digital Media Pathway!	\$553,778
220	San Diego/Imperial	San Marcos Unified	Improving Access and Engagement in CTE programming for MS, HS and Alternative Ed. Students	\$105,901
221	San Diego/Imperial	Steele Canyon High	Improving CTE Partnerships	\$105,214
222	San Diego/Imperial	Sweetwater Union High	Linking The Roadmap to College and Career	\$1,372,570
223	San Diego/Imperial	Valley Center-Pauma Unified	Early Career Exploration and Development	\$55,668
224	San Diego/Imperial	Vista Unified	Career Development and Pathway Improvement	\$434,935
225	South Central Coast	Antelope Valley Union High	Growing Pathways to AV's Future	\$1,360,519
226	South Central Coast	Career Education Center	ICT Media and Entrepreneurship	\$500,492
227	South Central Coast	Career Education Center	Medical & Healthcare: Preparing and Placing Student Workers	\$958,729
228	South Central Coast	Career Education Center	STEM: Design-Build	\$643,262
229	South Central Coast	Oxnard Union High	Oxnard Union High School District - Oxnard College Partnership	\$453,771
230	South Central Coast	Santa Barbara County ROP-North	Santa Barbara and San Luis Obispo CTE Consortium: College and Career Exploration	\$1,583,513
231	South Central Coast	Santa Barbara County ROP-North	Santa Barbara and San Luis Obispo CTE Consortium: Postsecondary Transitions	\$1,346,461
232	South Central Coast	Templeton Unified	South Coast Region Agricultural Education Consortium	\$843,841
233	South Central Coast	Ventura Unified	Agriculture Business and Plant and Soil Science	\$740,120
234	South Central Coast	Ventura Unified	Creating Connections	\$1,504,300
			Total:	\$150,000,000

Exhibit D:

K-12 SWP Pathway Improvement Funds  
Request for Applications (RFA) and  
Program Specifications



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

and

**California Department of Education**

**Request for Applications**

**K12 STRONG WORKFORCE PROGRAM**

<b>Funding Year:</b>	<b>2019 – 2020</b>
<b>RFA Release Date:</b>	<b>October 1, 2019</b>
<b>Questions Deadline:</b>	<b>Written questions about specifications in the Request for Applications must be received by 5:00 pm on Wednesday, October 16, 2019, via email to: <a href="mailto:K12SWP@cccco.edu">K12SWP@cccco.edu</a></b>
<b>Bidders' Conference:</b>	<b>October 21, 2019, 3:00 pm – 4:30 pm PST</b>
<b>Application Deadline:</b>	<b>Applications must be received by 5:00 pm on Wednesday, December 18, 2019 in NOVA</b>

Administered by the

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

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**Guidelines, Definitions, and Allowable Expenditures** **45**

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# 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.

In 2018–19, the state appropriated an additional ongoing, annual \$150 million for K–12 local education agencies (LEAs) through the K12 Strong Workforce Program (K12 SWP) to bridge CTE course sequences, programs, and pathways in secondary schools to existing career and education course sequences, programs, and pathways in community colleges, forming coherent K–14 CTE pathways that lead to living-wage employment in the region (Education Code 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 Strong Workforce Program 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:
  - Facilitate K–12 student exploration and selection of learning opportunities leading to career paths.
  - 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 and which pay a livable wage.
  - Contribute toward meeting the projected need for one million completers of CTE programs aligned with the state’s labor markets.

### **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 88827). The workforce development efforts within each region are informed 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, each of the eight Regional Plans is developed 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. LEAs seeking K12 SWP funds are encouraged to be active participants in the regional planning (and updating) process.

The Regional Plan of each California Community College Regional Consortium can be found at the following websites:

- **Bay Area – Strong Workforce Program Regional Plan**  
<http://regionalplan.bacc.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://nfncrc.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/>

### B3. 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.
- **Ensure that State Priorities and Direction Lead the State Plan** with opportunities in Perkins leveraged to assist in accomplishing the state goals and objectives for student achievement, also known as “the California Way.”

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## C. Funding

### C1. Statewide Funding Allocations to the Regions

The California legislature appropriated statewide funding of \$150 million, which is apportioned annually by the CCCC to the fiscal agent of each of the eight SWP Regional Consortia, based on the following weighted factors in each region (Education Code 88827):

- The unemployment rate. (33% of the allocation formula)
- The region's total average daily attendance for pupils in grades 7 through 12, inclusive. (33% of the allocation formula)
- The proportion of projected regional job openings. (34% of the allocation formula)

The 2019–2020 K12 SWP funding allocations are as shown in Table 1.

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**Table 1. 2019–2020 K12 SWP Allocations**

<b>Regional Consortium</b>	<b>K12 SWP Allocation</b>
Bay Area	\$31,544,336
Central Valley-Mother Lode	\$20,669,204
Inland Empire-Desert	\$18,120,797
Los Angeles	\$24,701,121
Orange County	\$11,917,641
North-Far North	\$19,630,460
San Diego-Imperial	\$13,468,557
South Central Coast	\$9,947,884
<b>TOTAL</b>	<b>\$150,000,000</b>

*Source:* California Community Colleges Chancellor's Office, 2019.

## **C2. 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. The K12 Selection Committee makes all decisions within its region related to selecting grant recipients and awarding specific funding amounts for each grant. During 2018–19, each Regional Consortium formed a K12 Selection Committee made up of individuals, committed to serving for two grant cycles, with expertise in K–12 career technical education and workforce development (per Education Code 88829). For 2019–20, each Regional Consortium shall convene its 2018–19 K12 Selection Committee and recruit additional members, if needed.

### C3. Regional Funding Distribution Based on Average Daily Attendance

Within each of the eight regions, funding distribution to the applicants is based on Average Daily Attendance (ADA)<sup>1</sup> using the guidelines in Table 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, 2019.

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 the region has very few applicants with an ADA of less than or equal to 140, a portion of the 4% of funds allocated to that distribution level may be added to another level.

### C4. Awarded Funding Levels for LEAs

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

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<sup>1</sup> Average Daily Attendance as reported to CDE for prior year P2 ADA.

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**Table 3. Awarded Funding Levels Based on ADA, 2019–2020**

<b>Total Average Daily Attendance of LEAs</b>	<b>Maximum allowable grant amount</b>
Up to 140 ADA	Up to \$250,000
Up to 550 ADA	Up to \$500,000
Up 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, 2019.

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. Applicants should consult the funding levels in Table 3 to guide decisions about application budgets and Work Plans based on the maximum allowable grant amount. The funding levels are just guidelines for determining 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. In addition, the regional K12 Selection Committee has discretion to award an amount less than the requested amount based on an applicant’s Work Plan and budget 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 (see F1. Partnerships for more details about LEAs as K–12 Partner Agencies).

### **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 can be used 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 application has the written consent of each participating local education agency.

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.

### **D2. Eligibility Requirements**

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.

- 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 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. LEAs that offer primarily online/virtual instruction may apply only in the region within which their chartering district is located.
- 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 geographically located, not the Regional Consortium of the partnering community college or community college district.
- The LEA should engage in regional efforts to align workforce, employment, and education services.
- The LEA should use its region’s SWP 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. (For links to all Regional Plans, see B2. Alignment with Strong Workforce Program Regional Plan.)
- 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 this year will upload the same High-Quality CTE Program Evaluation used in the 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 accessed at <https://www.cde.ca.gov/fg/fo/r17/documents/cteig2018-19attachment1.pdf>, on the California Department of Education website at <https://www.cde.ca.gov/>.

### **D3. CTE Program Requirements**

The applicant, or the applicant's CTE program (as applicable), must achieve the following minimum standards during the first year of funding:

1. Be informed by, aligned with, and expand upon the Strong Workforce Program Regional Plans and planning efforts occurring through the Strong Workforce Program.
2. Offer high-quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE 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. The CA CTE Model Curriculum Standards can be accessed at: <https://www.cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf>
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 afterschool, 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. Reports 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 (see subsection J. Reporting Requirements).

## D4. 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 (see F1. Partnerships). 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

To help ensure that K12 SWP funds are supporting underserved student populations, while meeting the intentions of the initiative, the K12 Selection Committee will give positive considerations (per Education Code 88830) via points to applications that include any of the following characteristics:

### *Student populations*

- Programs serving unduplicated pupils—students who are English learners, qualify for free or reduced-price meals, or are designated foster youth (Education Code 42238.02).
- Programs serving K–12 students that are defined as special populations per Perkins V.
- Programs serving pupil subgroups that have a higher than average dropout rate as identified by the Superintendent of Public Instruction. (The annual adjusted statewide grades 9–12 dropout rate is 2.4%, CDE 2016–17.)

### *Local/Regional economies*

- Programs that the K12 Selection Committee, in consultation with the SWP Regional Consortium, determines most effectively meet the needs of the local and regional economies.

- Programs located in an area of the state with an unemployment rate higher than the state unemployment rate. (The state unemployment rate is 4.2% as of May 2019, CA Employment Development Department.)
- Programs that operate within rural school districts.

### *Ability to leverage existing CTE programs and resources*

- Successfully leverage one or more of the following:
  - Existing structures, requirements, and resources of the Federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 and its successor; the California Partnership Academies; or the Agricultural Career Technical Education Incentive Program.
- Contributions from industry, labor, and philanthropic sources.
- Make significant investments in CTE infrastructure, equipment, and facilities.

## **F. Leveraging Partnerships and CTE Funding Sources**

### **F1. 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. 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, work-based learning opportunities, and/or in-kind matches.

### ***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 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.

## **F2. 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.

## **F3. 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.

#### F4. 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 Strengthening CTE for the 21st Century Act (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.*

## **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.

For 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.

The applicant is encouraged to include both financial and in-kind resources in the match; however, financial match funds are a requirement. Financial resources must account for fifty percent (50%) or more of the required match amount. Match resources cannot be used for more than one application.

Following is an example of how LEAs can identify both financial match and in-kind match for the K12 SWP application.

*Cedar School District is applying for \$800,000 to augment its CTE Environmental Sciences pathway. Therefore, it is required to demonstrate a 2:1 match of \$1,600,000. The district is identifying the following resources and amounts as match:*

- (1) Financial match of \$1,200,000 from Perkins V and LCFF.*
- (2) In-kind match of \$1,000,000 from the applicant's partnering community college, Maple Community College, which has an Environmental Engineering pathway (funded by SWP), and*
- (3) In-kind match of \$800,000 from its collaborative partner, a local utility company.*

Cedar School District has identified extra in-kind match amounts, which is acceptable. The match requirements must be met within the term of the grant.

## **G2. Acceptable and Unacceptable Financial Match Sources**

The match may include funding from the following sources:

- School district and charter school LCFF apportionments.
- Federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, 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 Program (CAEP) area(s) that directly serves students under the age of 18, 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 concurrent California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.

## H. 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.

***Subsection I. is intentionally skipped.***

## **J. Reporting Requirements**

### **J1. Program Outcome Measures Reporting**

As a K12 SWP grant recipient, LEAs need not 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, 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; 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.

## **J2. Progress and Fiscal Reporting**

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit two (2) 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 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code 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.

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**Table 4. K12 SWP Progress and Fiscal Report Due Dates**

Date	Report
November 2, 2021	Year One Expenditure and Progress Report
November 1, 2022	Year Two Expenditure and Progress Report
February 28, 2023	Final Report

## K. Application Details

### K1. 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 **Wednesday, December 18, 2019, 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.

### K2. 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 January 13, 2020 through February 21, 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.

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.

For LEAs reapplying for K12 SWP funding, the K12 Selection Committee will consider past performance of applicants and may deny applications from grantees that exhibited unsatisfactory performance in meeting the K12 SWP Outcome Metrics.

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

### **K3. 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 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 programs. Applicants should refer to the Strong Workforce Program Education Code (Section 88820-88833) and "Appendix B: Guidelines, Definitions, and Allowable Expenditures" to determine specific allowable and non-allowable activities and costs.

### **K4. Administrative Indirect Cost Rate**

An LEA must limit administrative indirect costs to the rate approved by the California Department of Education for the applicable fiscal year in which the funds are expended.

### **K5. Incomplete and Late Applications**

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

- The application is received and certified via submission through the NOVA reporting system later than 5:00 pm on Wednesday, December 18, 2019.

- 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 indicated that the match comes from non-allowable sources.
- The application is incomplete and/or missing any required documents.

## K6. Performance Period

Successfully awarded project applications will be funded from July 1, 2019 through December 31, 2022. There will be no extensions to the performance period.

## L. Calendar of Key Dates for K12 SWP Grant Cycle

**Table 5. Calendar of Key Dates for K12 SWP Grant Cycle**

Date	Event
September 18, 2019	K12 SWP Introductory Webinar – Guidance to field announcing K12 SWP Funding Opportunity (A joint CDE/CCCCO statewide communication)
<b>October 1, 2019</b>	Release of K12 SWP Request for Applications and Scoring Rubric
<b>Sept. 17 – November 12, 2019</b>	Regional Engagement Information Sessions
<b>October 16, 2019</b>	Questions Submission Deadline to <a href="mailto:K12SWP@cccco.edu">K12SWP@cccco.edu</a>
<b>October 21, 2019, 3:00 pm – 4:30 pm PST</b>	Bidders’ Conference Webinar
<b>November 1 – December 18, 2019</b>	K12 SWP Online Application submission window in NOVA
<b>December 18, 2019, 5:00 pm PST</b>	K12 SWP Applications due in NOVA system
<b>January 13 – February 21, 2020</b>	K12 Selection Committees review applications
<b>February 26, 2020</b>	K12 SWP Awards announced
<b>March 11, 2020</b>	Appeals due to SWP Regional Consortium



Date	Event
April 10, 2020	SWP Regional Consortia communicate intent to award funds to LEAs and initiate subcontract process
December 31, 2022	K12 SWP project term ends

## M. Technical Assistance

The following webinar will be recorded for posting on the K12 SWP website.

***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.

*Date and Time:* October 21, 2019, 3:00 pm – 4:30 pm PST

*Webinar Registration:* [https://wested.zoom.us/webinar/register/WN\\_fsfM-r\\_uRt-njXZF7tBPPA](https://wested.zoom.us/webinar/register/WN_fsfM-r_uRt-njXZF7tBPPA)

## N. 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 Title 3, Division 7, Part 54.5 [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 and abide by the legal terms and conditions prescribed by the CA Community Colleges Chancellor’s Office (see *Appendix A: K12 Strong Workforce Program, Program-Specific Legal Terms and Conditions*) and the applicable Strong Workforce Program Regional Consortium.
- Certify that funds received and the matching funds contributed by each local education agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified, and for monitoring the use of funds provided.
- Enter into and maintain a data-sharing MOU with Cal-PASS Plus until an MOU is executed between CDE and CCCCO for information sharing on K12 data.
- By November 1, immediately following the fiscal year for which data are being reported:
  - Provide student-level data necessary to evaluate K12 SWP to CDE;
  - Beginning in 2021–22, submit all end-of-year data files, as applicable and required by K12 SWP leadership, into the Cal-PASS Plus system; and
  - Notify K–14 Technical Assistance Provider that data has been reported.

## O. 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 CCCCO will give such notice to other interested parties, but the CCCCO 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](mailto:K12SWP@cccco.edu) no later than Wednesday, October 16, 2019 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 (FAQ) document posted on the CCCC website at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce>.

Following the question deadline of October 16, 2019, 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](mailto:K12SWP@cccco.edu) after that date.

## **P. 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 Wednesday, March 11, 2020. Only e-mailed letters will be accepted. The final decision will be provided in writing within three weeks from the date that appeals are due. That 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:

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**Table 6. Contact Information for Regional Chairs**

<b>Region</b>	<b>Regional Chair</b>	<b>Email Address</b>
Bay Area	Rock Pfothenauer	<a href="mailto:rock@baccc.net">rock@baccc.net</a>
Central/Mother Lode	Karri Hammerstrom	<a href="mailto:karri.hammerstrom@scccd.edu">karri.hammerstrom@scccd.edu</a>
Inland Empire/Desert	Julie Pehkonen	<a href="mailto:julie.pehkonen@rcc.edu">julie.pehkonen@rcc.edu</a>
Los Angeles	Karen Childers	<a href="mailto:childers_karen@rscdd.edu">childers_karen@rscdd.edu</a>
North/Far North	Tessa Miley	<a href="mailto:mileyte@butte.edu">mileyte@butte.edu</a>
Orange County	Gustavo Chamorro	<a href="mailto:chamorro_gustavo@rscdd.edu">chamorro_gustavo@rscdd.edu</a>
San Diego/Imperial	Mollie Smith	<a href="mailto:mollie.smith@gcccd.edu">mollie.smith@gcccd.edu</a>
South Central Coast	Luann Swanberg	<a href="mailto:lrswanberg@pipeline.sbccc.edu">lrswanberg@pipeline.sbccc.edu</a>

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# 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 or access your existing account using this shortened link: <https://goo.gl/t65j2x>

## B. NOVA Technical Assistance

For technical assistance, please view our FAQs on the CCCCO website at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce>. For questions related to the NOVA system that are not addressed in the FAQ, please contact [k12swp@cccco.edu](mailto:k12swp@cccco.edu).

## 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.

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 and Match	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 2018–19 Award/Role: If applicable, please indicate whether your organization was awarded funds in 2018–19 and your organization’s role in this work (as Lead or K–12 Partner Agency).
  - d. CTEIG Award: If applicable, please indicate whether your organization was awarded funds in 2018–19 and whether your organization applied for CTEIG funds for 2019–20.
  
- 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.*
  - 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 school(s) 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)
  - a. K–12 Partner Agency Type from the drop-down list.
  - b. K–12 Partner Agency(ies): Select the K–12 Partner Agency(ies) for this CTE Pathway/Program Plan. (Address and ADA for K–12 Partner Agency(ies) are auto-populated by NOVA.)
  - c. K–12 Partner Agency Primary Contact: Please identify the individual who will serve as Primary Contact for this CTE Pathway/Program Plan. Include name, phone, and email.
  - d. K–12 Participating Schools: Enter each K–12 school participating in the CTE Pathway/Program.
  
- 4. Higher Education Partner(s)** (Maximum Points: Not Scored/Required)
  - a. CCC Partner(s): 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 CTE Pathway/Program Plan. Include name, phone, and email.
  - 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)
  - a. Collaborative Partner(s): List the Collaborative Partner(s) name and identify partner type and their proposed role for this CTE Pathway/Program Plan.



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 (1,500 characters maximum). Be sure to include:
  - i. Local/regional workforce need informed by your region's Strong Workforce Program 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. Evidence that supports the above needs.

Following is an example of a Problem Statement.

*In 2015, Cedar School District (City SD) conducted community engagement sessions, administered stakeholder surveys, and researched labor market information to identify opportunities for growth and areas of weakness among their eight CTE pathways. Our investigations yielded the following information: 1) Not all of Cedar SD's pathways are perceived to be academically rigorous. 2) Student populations identified by English learner status, socioeconomics, and race/ethnicity were disproportionately represented and underrepresented in six pathways. 3) Three of our pathways do not prepare students to be college ready in math for successful continuation at our local community*

college. 4) *Two of our existing pathways are no longer aligned with the workforce needs of our local economy.*

*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 (1,500 characters maximum). Please include program strategies that:
- i. Are informed by your region’s Strong Workforce Program Regional Plan (or Summary) 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.

Following are examples of concrete Project Objectives.

*The project objectives of our K12 SWP work are as follows:*

- 1. Ensure that curricula for our Cedar School District pathways courses meet A-G requirements.*
- 2. In collaboration with Maple Community College District, revise K–12 pathway coursework to better align with all Maple CCD programs of study and identify possible early college credit offerings.*
- 3. Investigate the barriers preventing some of our underserved students from enrolling and persisting in select pathways.*
- 4. Provide professional development and training for all high school math and CTE teachers on contextualized instruction in advanced math courses.*
- 5. In collaboration with Maple CCD, launch K–14 pathways awareness campaign targeted to students, parents, community members, and potential industry partners.*

6. *Develop new partnerships with industries in economic growth areas, specifically tech manufacturing and engineering.*

*Local/regional economies (3 points, auto-populated)*

- b. Indicate whether the proposed CTE program(s) is located in an area with an unemployment rate higher than the state unemployment rate. (The state unemployment rate is 4.2% as of May 2019, CA Employment Development Department.)
- c. Indicate whether the proposed CTE program(s) operates within a rural school district.

*Underserved student populations (5 points)*

- d. Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate. (The annual adjusted statewide grades 9–12 dropout rate is 2.4%, CDE 2016–17.)
- e. 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 42238.02).
- f. Programs serving 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)
  - Improve and/or modifying an existing pathway(s)
  - Expand and/or 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)
  - **2019–20 CTEIG applicants:** For *each* LEA—including Lead Agency and all K–12 Partner Agencies—please upload a copy of the 2019–20 High-Quality CTE Program Evaluation completed for your CTEIG application.
  - **All other applicants:** Please complete the 2019–20 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.
  - The High-Quality CTE Program Evaluation can be accessed at <https://www.cde.ca.gov/fg/fo/r17/cteig19rfa.asp> or on the California Department of Education website at <https://www.cde.ca.gov/>.

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 Elements

Please identify which of the following four K14 Pathway Elements (Elements) will be addressed by the proposed CTE Program/Pathway work. It is acceptable for the proposed work to focus on only one Element. In fact, applications that focus on one Element with clear and thorough plans for improving its programs or pathways are valued over applications that identify several Elements that do not have clear and thorough implementation plans. For each Element selected, you will be asked to elaborate on the strategies, evidence, partnerships, and indicators of accomplishments in the CTE Pathway/Program Work Plan. **Your application will be scored on only the applicable Elements selected.**

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

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 Element (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 describe or identify:

- Work to be funded by K12 SWP
- Artifacts of activities (evidence)

- Role of partner community college(s) or community college district
- Role of collaborative and K12 partners, and/or CTE-dedicated support
- Indicators of accomplishments

As previously mentioned, applications that focus on one or two Elements are scored with equal consideration as applicants that focus on three or four Elements. Complete only the rows that reflect the Elements in which K12 SWP funds will support.

Examples of proposed CTE Pathway/Program activities for each Element are provided in the CTE Pathway/Program Work Plan.

Download the Work Plan and the scoring rubrics at:

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

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 describing “Work to be 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. Upload the complete Work Plan to NOVA.

- 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 and Match** (Maximum Points: 15)

- a. Financial Match and In-Kind Match: Use the Budget and Match template to indicate the project’s budget and match funds. Access the Budget and Match template at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce>
- b. For each match-contributing institution (i.e., Lead and K–12 Partner Agencies, Higher Education Partners, and Collaborative Partners), list the Financial and In-Kind Match, categorize by object code, and identify the funding source. Match funds can be calculated from the following budgetary object codes:

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: Not applicable for match

This is not a guarantee of being funded the grant award amount that corresponds to the proposed match.

- c. Grant Budget Expenditure Types and Amounts: Use the budget template to show 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. The total budget will populate based on the numbers entered.

Please see “Section I: General Information, subsections G and K” as well as “Appendix B: 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 (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.

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

Although it's 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, Work Plans, and scoring rubrics are available and downloadable.

### CDE

- a. High-Quality CTE Program Evaluation (*required*) can be accessed at <https://www.cde.ca.gov/fg/fo/r17/cteig19rfa.asp>

### CCCCO

To access all other tools, go to <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce>

- b. CTE Pathway/Program Work Plan (template) (*required*)
- c. CTE Pathway/Program Work Plan (examples)
- d. CTE Pathway/Program Budget and Match (template) (*required*)
- e. CTE Pathway/Program Scoring Rubrics

# Appendix A: Program-Specific Legal Terms and Conditions

## **K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2019–20**

### **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 2019–20, 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 30% of the total amount of this Grant Agreement at the time that annual reports are submitted pursuant to section 5 of this Article. Payment(s) will be made, upon receipt of an invoice, after review and approval of the expenditure/progress reports by the Regional Consortium.

### **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 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.

### 4. Assurances, Certifications, Terms, and Conditions

Grantees must 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 Title 3, Division 7, Part 54.5 \[88820-88833\]](#)) and as established by the Regional Consortia.

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

- Comply with the Grant Agreement, and legal terms and conditions prescribed by the applicable Regional Consortium fiscal agent.
- Certify that funds received and the matching funds contributed by each local education agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

- 
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
  - Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified, and for monitoring the use of funds provided.
  - Enter into and maintain a data sharing MOU with Cal-PASS Plus until an MOU is executed between CDE and CCCCO for information sharing on K12 data.
  - By November 1, immediately following the fiscal year for which data are reported:
    - Provide student-level data necessary to evaluate K12 SWP to CDE;
    - Beginning in 2021–22, submit all end-of-year data files, as applicable and required by K12SWP leadership, into the Cal-PASS Plus system; and
    - Notify their region’s K–14 Technical Assistance Provider that data has been reported.

# Appendix B: 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 Strong Workforce Program Career Technical Education 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*?**

Reasonable is defined by the dictionary as agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision.

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 Strong Workforce Program Career Technical Education Regional Consortium.

### **What is *supplanting*?**

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. These grant funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without the funding. You must be able to demonstrate that the funds are added to the amount of state and local funds that would, in absence of the grant funds, be made available for uses specified in your plan.

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had Federal funds not been received. Federal funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Federal dollars. You must be able to demonstrate that Federal funds are added to the amount of state and local funds that would, in absence of Federal 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-Federal funds.

## Allowability of 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. The rules in their entirety can be found in (Title 2 Code of Federal Regulations [2 CFR Parts 215 and 220]).

[http://www.whitehouse.gov/sites/default/files/omb/fedreg/2005/083105\\_a21.pdf](http://www.whitehouse.gov/sites/default/files/omb/fedreg/2005/083105_a21.pdf)

The following table is an easy reference synopsis of allowability of general costs. As stated above, just because a cost is allowable via 2 CFR 215-220, the intent of the RFA must be followed, the cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this document.

## Allowability of General Costs

Allowable	Allowable with Prior Approval	Unallowable
Advertising and Public Relations <sup>1</sup>		Advertising and Public Relations <sup>1</sup>
Advisory Councils ( <i>if the RFA requires or allows Advisory Councils</i> )		
		Alcoholic Beverages
		Alumni Activities
Audit Costs (required by Single Audit Act)		
Audit Costs ( <i>if not required by Single Audit Act can be included in indirect cost rate approved by the California Department of Education</i> )		
		Bad Debts

Allowable	Allowable with Prior Approval	Unallowable
		Commencement and Convocation Costs
Communication Costs (telephone, telegrams, postage, messenger)		
Compensation for Personnel Services (salary, wages, fringe benefits)		
		Contingencies
Contributions or Donations Received (cash, property, services)		Contributions or Donations Received (cash, property, services)
		Entertainment Costs <sup>2</sup>
Equipment <sup>3</sup>		Equipment <sup>3</sup>
Fines and Penalties <sup>4</sup>		Fines and Penalties <sup>4</sup>
		Fundraising and Investment Costs
		Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.) <sup>5</sup>
		Goods & Services for Personal Use
		Improvements <sup>6</sup>
Indirect or Administrative Expenditures ( <i>rate approved by the California Department of Education</i> )		
		Lobbying <sup>7</sup>
		Losses on Other Sponsored Agreements or Contracts



Allowable	Allowable with Prior Approval	Unallowable
Materials & Supply Costs (only those actually used for performance of sponsored agreement)		
Meetings and Conferences <sup>8</sup>		Meetings and Conferences <sup>8</sup>
	Memberships <sup>9</sup>	
Professional and Consultant Services		
Proposal Costs ( <i>only using indirect rate approved by the California Department of Education</i> )		
Publication and Printing Costs ( <i>must be a direct cost; indirect cost can only use the rate approved by the California Department of Education</i> )		
Maintenance & Repair Costs <sup>10</sup> (keeping in efficient operating condition)		Maintenance & Repair Costs <sup>10</sup> (construction, remodeling, increasing value)
		Student Expenses, Activities or Direct Services <sup>11</sup>
		Selling and Marketing <sup>12</sup>
Travel <sup>13</sup>	Out-of-State Travel <sup>13</sup>	Out-of-Country Travel <sup>13</sup>

<sup>1</sup> **Advertising and Public Relations:** The term *advertising costs* means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like. The term *public relations* includes community relations and means those activities dedicated to maintaining the image of the institution or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

**ALLOWABLE Advertising** costs are those that are solely for: (1) The recruitment of personnel required for the performance by the institution of obligations arising under a sponsored agreement; (2) The procurement of goods and services for the performance of a sponsored agreement; (3) The disposal of scrap or surplus materials acquired in

the performance of a sponsored agreement except when non-Federal entities are reimbursed for disposal costs at a predetermined amount; or (4) Other specific purposes necessary to meet the requirements of the sponsored agreement.

**ALLOWABLE Public Relations** costs are those that are solely for: (1) Costs specifically required by the sponsored agreement; (2) Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of sponsored agreements (these costs are considered necessary as part of the outreach effort for the sponsored agreement); or (3) Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of Federal contract/grant awards, financial matters, etc.

**UNALLOWABLE:** Advertising and public relations costs include the following: (1) All advertising and public relations costs unless specified as allowable above; (2) Costs of meetings, conventions, convocations, or other events related to other activities of the institution, including: (a) Costs of displays, demonstrations, and exhibits; (b) Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events; and (c) Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings; (3) Costs of promotional items and memorabilia, including models, gifts, and souvenirs; (4) Costs of advertising and public relations designed solely to promote the institution.

<sup>2</sup> **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.

<sup>3</sup> **Equipment:** Equipment means article 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, or \$5,000. 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. The Strong Workforce Program Career Technical Education Regional Consortium consider general purpose equipment and furnishings to be the responsibility of the local education agency and as such, it will not approve such expenditures.

<sup>4</sup> **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.

<sup>5</sup> **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.

**<sup>6</sup> Improvements:** Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

**<sup>7</sup> Lobbying:** Lobbying is never allowed unless it meets the following criteria: (1) Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement (through hearing testimony, statements, or letters to the Congress or a State legislature, or subdivision, member, or cognizant staff member thereof), in response to a documented request (including a Congressional Record notice requesting testimony or statements for the record at a regularly scheduled hearing) made by the recipient member, legislative body or subdivision, or a cognizant staff member thereof, provided such information is readily obtainable and can be readily put in deliverable form, and further provided that costs under this section for travel, lodging, or meals are unallowable unless incurred to offer testimony at a regularly scheduled Congressional hearing pursuant to a written request for such presentation made by the Chairman or Ranking Minority Member of the Committee or Subcommittee conducting such hearings.

**<sup>8</sup> 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, speakers' fees, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs.

**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. The Strong Workforce Program Career Technical Education Regional Consortia are not allowing the cost of food be charged for outreach and/or student events.

**<sup>9</sup> Memberships:** OMB only allows institutional memberships (not individual memberships), the Chancellor's Office Budget and Accounting Manual allows individual memberships that are required within a job description. If the K12 SWP applicant requests any (individual, institutional, or regional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). 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.

**<sup>10</sup> 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.

**<sup>11</sup> Student Expenses, Activities, or Direct Services:** All forms of student aid are allowable only when the purpose of the sponsored agreement is to provide training to selected participants and the charge is approved by the sponsoring agency. Costs incurred for intramural activities, student publications, student clubs, and other student activities are unallowable.

<sup>12</sup> **Selling and Marketing:** Cost of selling and marketing any products or services of the institution are unallowable unless the agreement requires this activity or if it is allowable under public relations costs (see #1 above).

<sup>13</sup> **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 Strong Workforce Program Career Technical Education Regional Consortia by submitting the necessary (as determined by the Strong Workforce Program Career Technical Education Regional Consortia) documentation for approval. The Strong Workforce Program Career Technical Education 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.

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

**State of California**

**EDUCATION CODE**

**Section 88827**

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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**

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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**

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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**

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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**

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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**

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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**

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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.)